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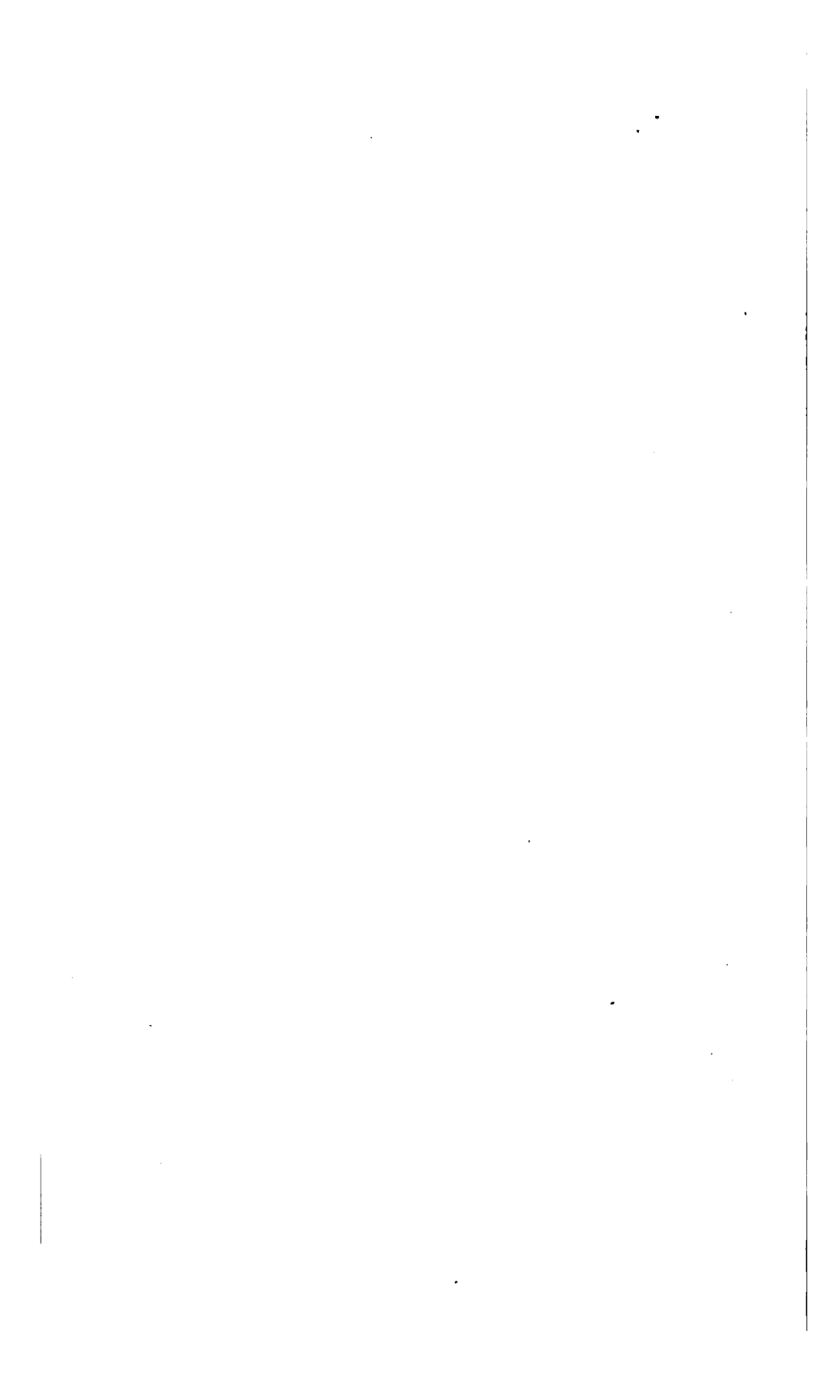
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State Board of Education of New Jersey.

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FORTIETH ANNUAL REPORT

OF THE

New Jersey State Normal School

AND

ACCOMPANYING DOCUMENTS,

*For the Year Ending June 30th,*

1894.

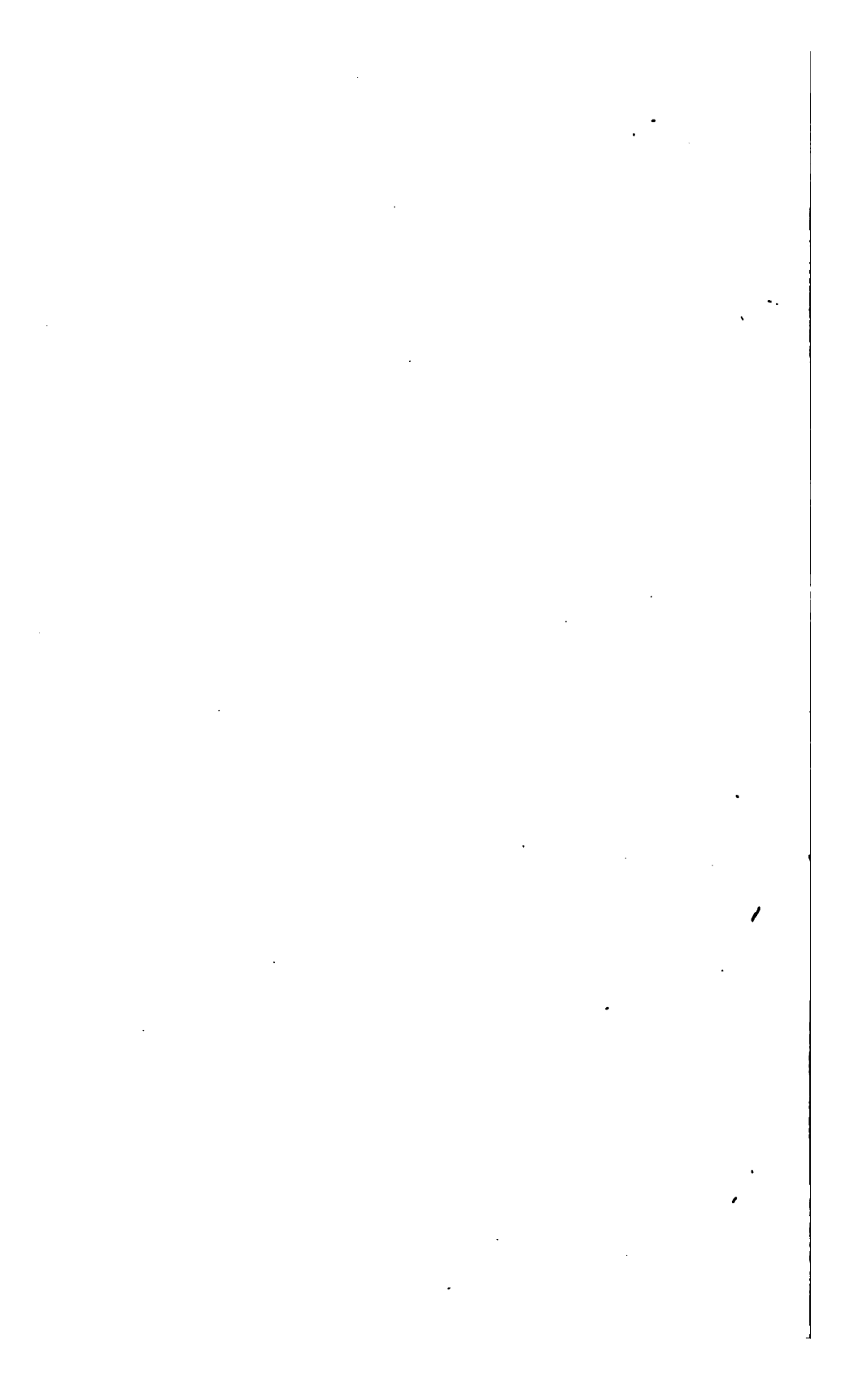
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1895.







State Board of Education of New Jersey.

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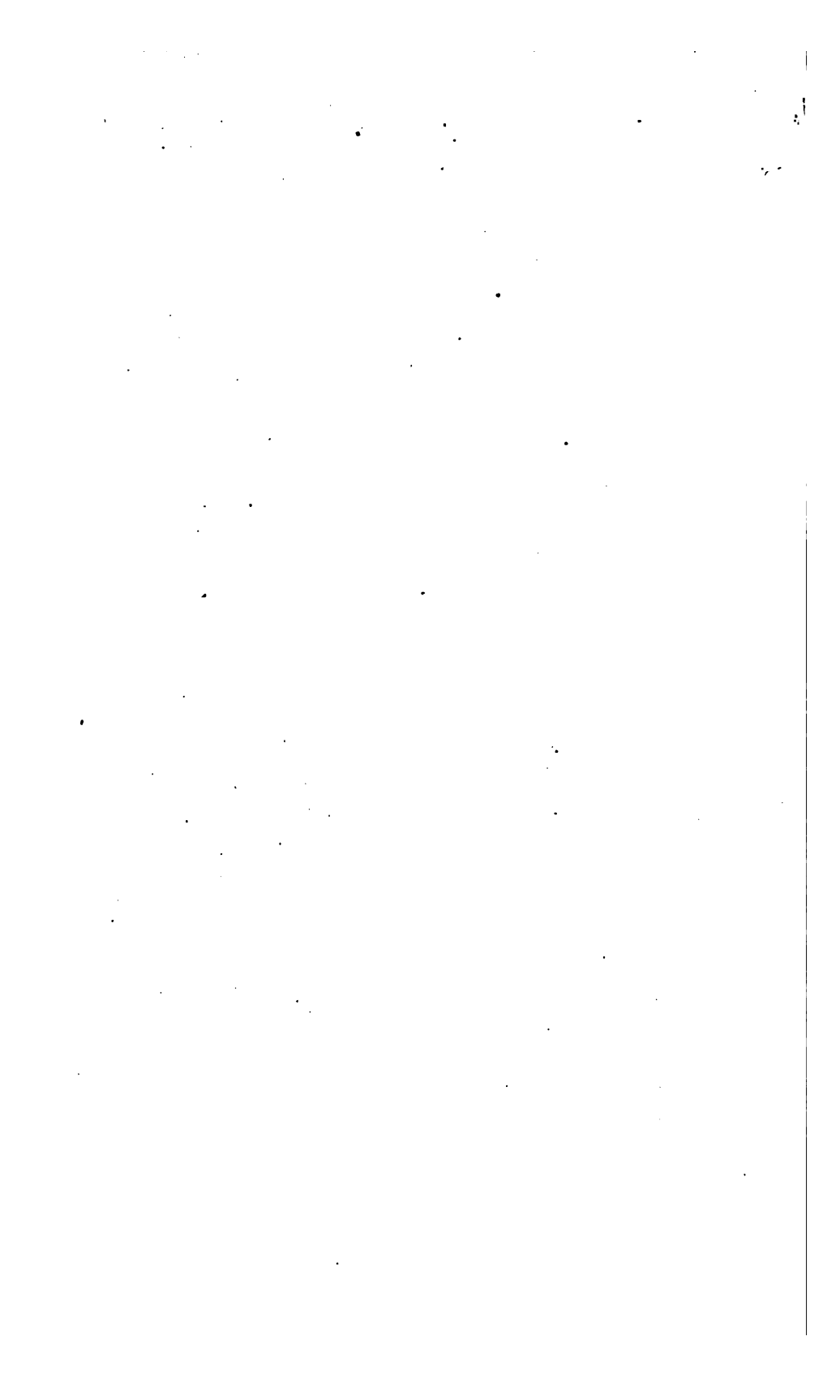
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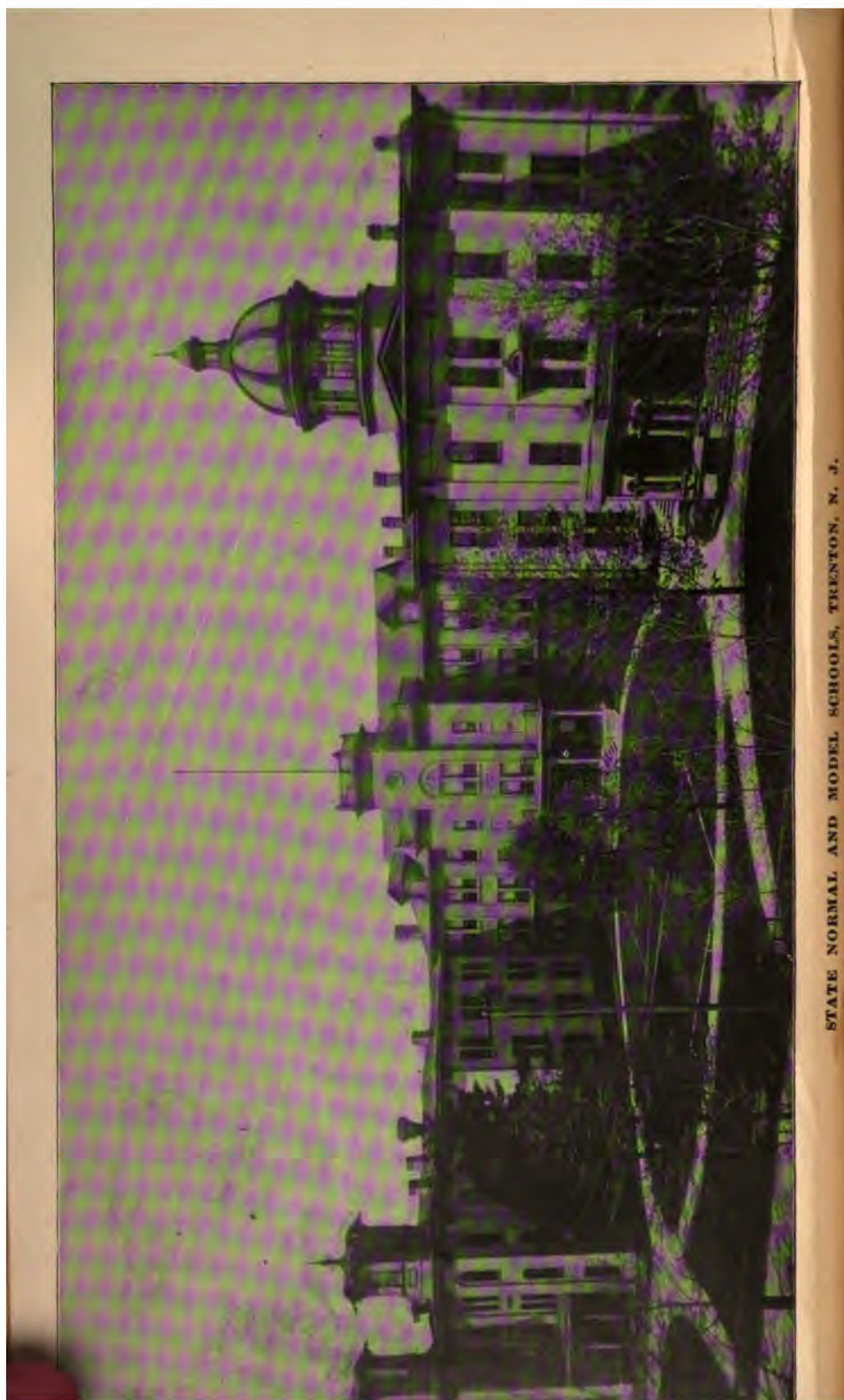
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STATE NORMAL AND MODEL SCHOOLS, TRENTON, N. J.

State Board of Education of New Jersey.

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FORTIETH ANNUAL REPORT

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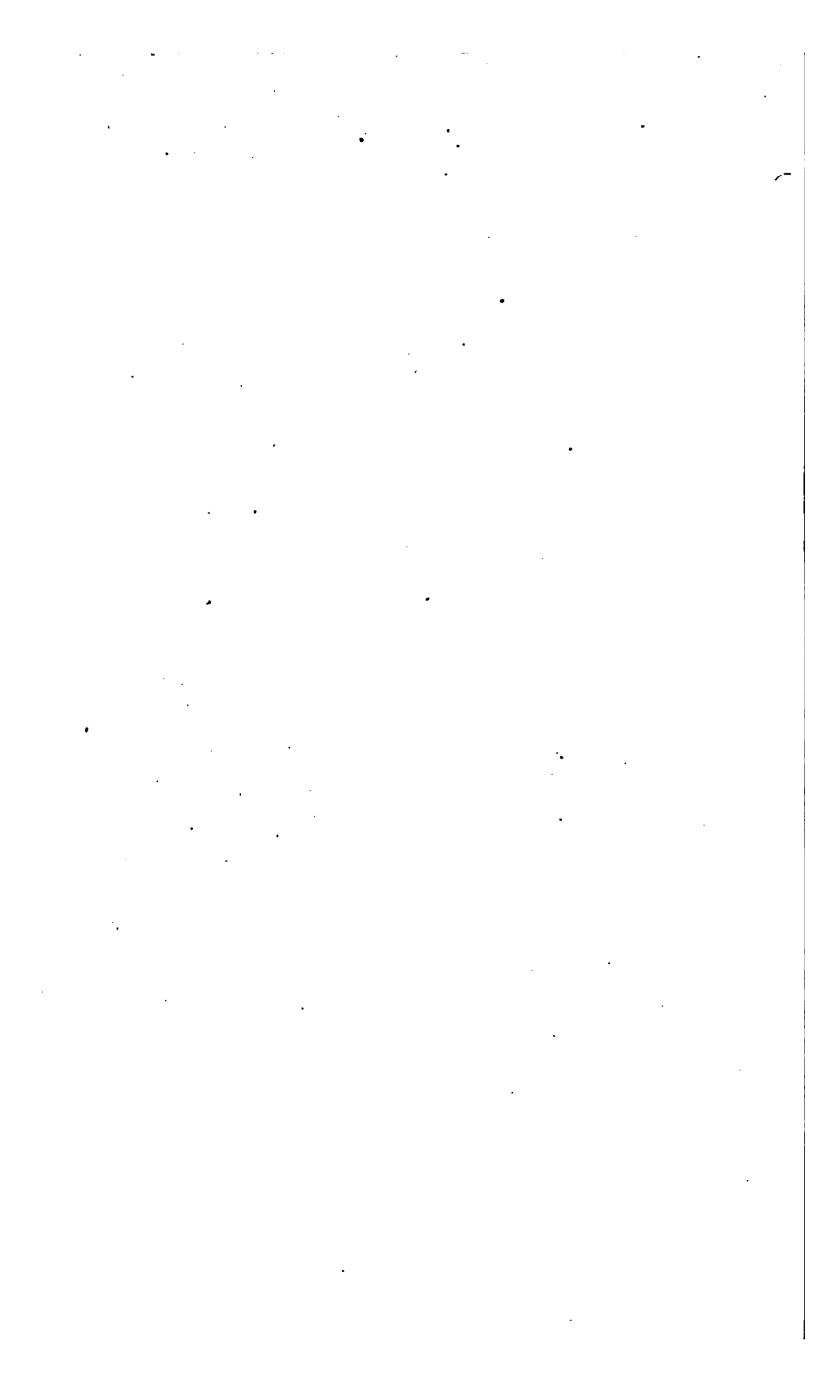
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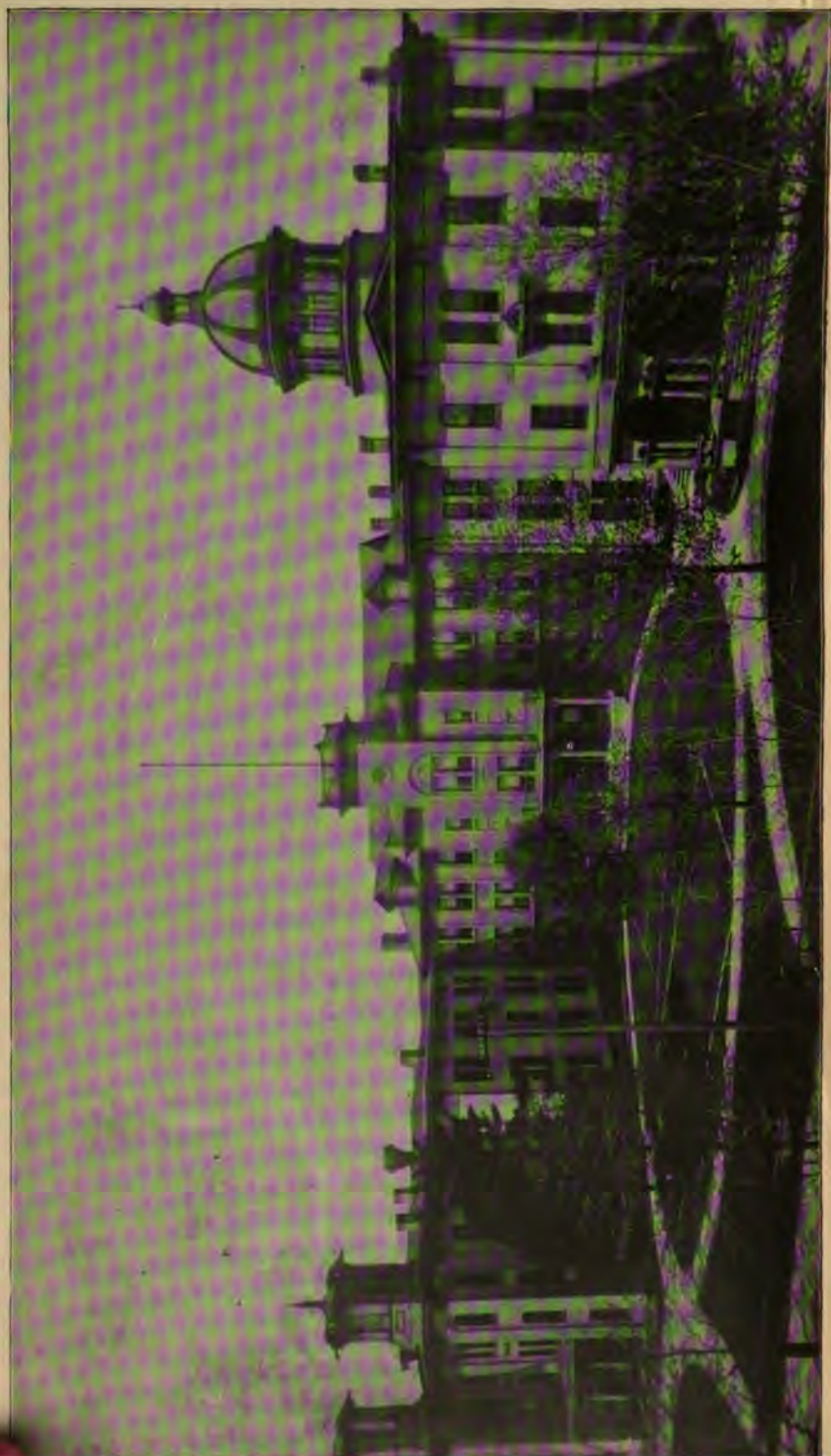
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11

STATE NORMAL AND MODEL SCHOOLS, TRENTON, N. J.



State Board of Education of New Jersey.

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FORTIETH ANNUAL REPORT

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New Jersey State Normal School

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ACCOMPANYING DOCUMENTS,

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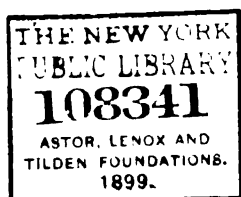
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**MEMBERS**  
**OF THE**  
**State Board of Education of New Jersey.**

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*First District.*

BOND V. THOMAS, Millville; GEORGE A. FREY, Camden.

*Second District.*

JAMES BINGHAM WOODWARD, Bordentown; SILAS R. MORSE, Atlantic City.

*Third District.*

JAMES DESHLER, New Brunswick; T. FRANK APPLEBY, Asbury Park.

*Fourth District.*

STEPHEN C. LARISON, Hackettstown; STEPHEN PIERSON, Morristown.

*Fifth District.*

NICHOLAS MURRAY BUTLER, Paterson; JAMES P. COOPER, Rutherford.

*Sixth District.*

JAMES M. SEYMOUR, Newark; JAMES L. HAYS, Newark.

*Seventh District.*

WILLIAM R. BARRICKLO, Jersey City; EVAN STEADMAN, Hoboken.

*Eighth District.*

BENJAMIN H. CAMPBELL, Elizabeth; JAMES OWEN, Montclair.





## OFFICERS OF THE BOARD.

---

President,  
JAMES L. HAYS.

Vice President,  
NICHOLAS MURRAY BUTLER.

Secretary (ex-officio) and State Superintendent,  
ADDISON B. POLAND.

Treasurer of Normal School,  
J. BINGHAM WOODWARD.

Treasurer of School for Deaf-Mutes,  
WILLIAM S. HANCOCK.

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## COMMITTEES.

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### FINANCE AND AUDITING.

William R. Barricklo,	George A. Frey,	Bond V. Thomas,
Evan Steadman,		James Owen.

### BUILDINGS AND GROUNDS.

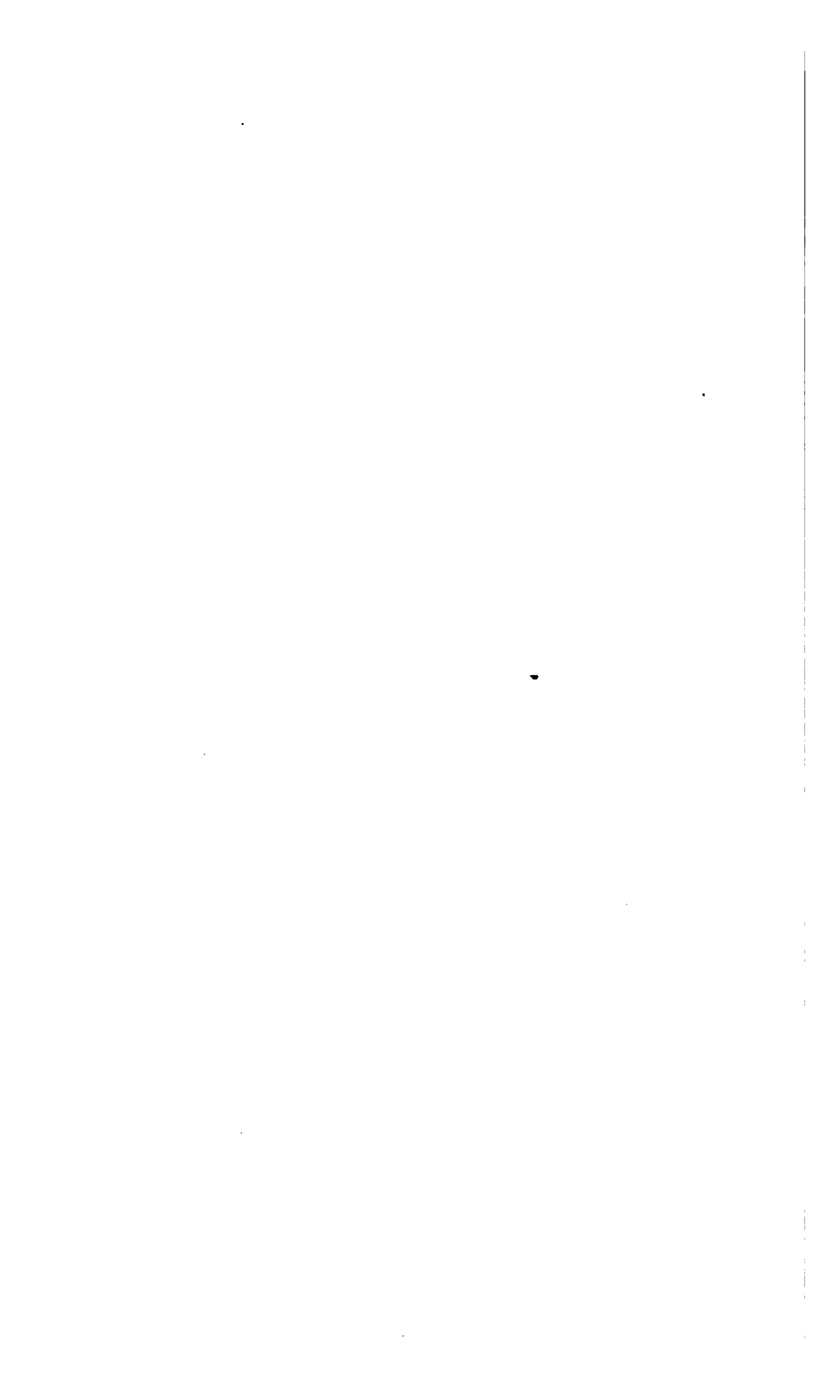
J. Bingham Woodward,	James M. Seymour,	James Deshler,
George A. Frey,	William R. Barricklo.	

### EDUCATION.

Nicholas Murray Butler,	William R. Barricklo,	Stephen Pierson,
James Owen,	Benjamin H. Campbell.	

### CENSUS.

Silas R. Morse,	James P. Cooper,	Stephen C. Larison,
T. Frank Appleby,		James Deshler.



## REPORT OF STATE BOARD OF EDUCATION.

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*To the Senate and General Assembly :*

In pursuance of law there are presented herewith the detailed reports of the following institutions under the care of the State Board of Education : The Normal and Model Schools, the Normal Boarding Halls and the Farnum School, together with the annual report of the Committee on Finance of this Board relating to these institutions.

These reports show that the schools have had a prosperous year.

The total enrollment is 1,262, an increase of 78 over that of last year.

The graduates of the Normal School have all received appointments as teachers, and the graduates of the Model and Farnum Schools have entered successfully upon their respective pursuits, either in higher institutions of learning or in business.

There has been a decided development in the working spirit of the schools.

The grounds and buildings have received due attention.

Owing to the growth in the schools, the running expenses for teachers's salaries and other service have been somewhat increased.

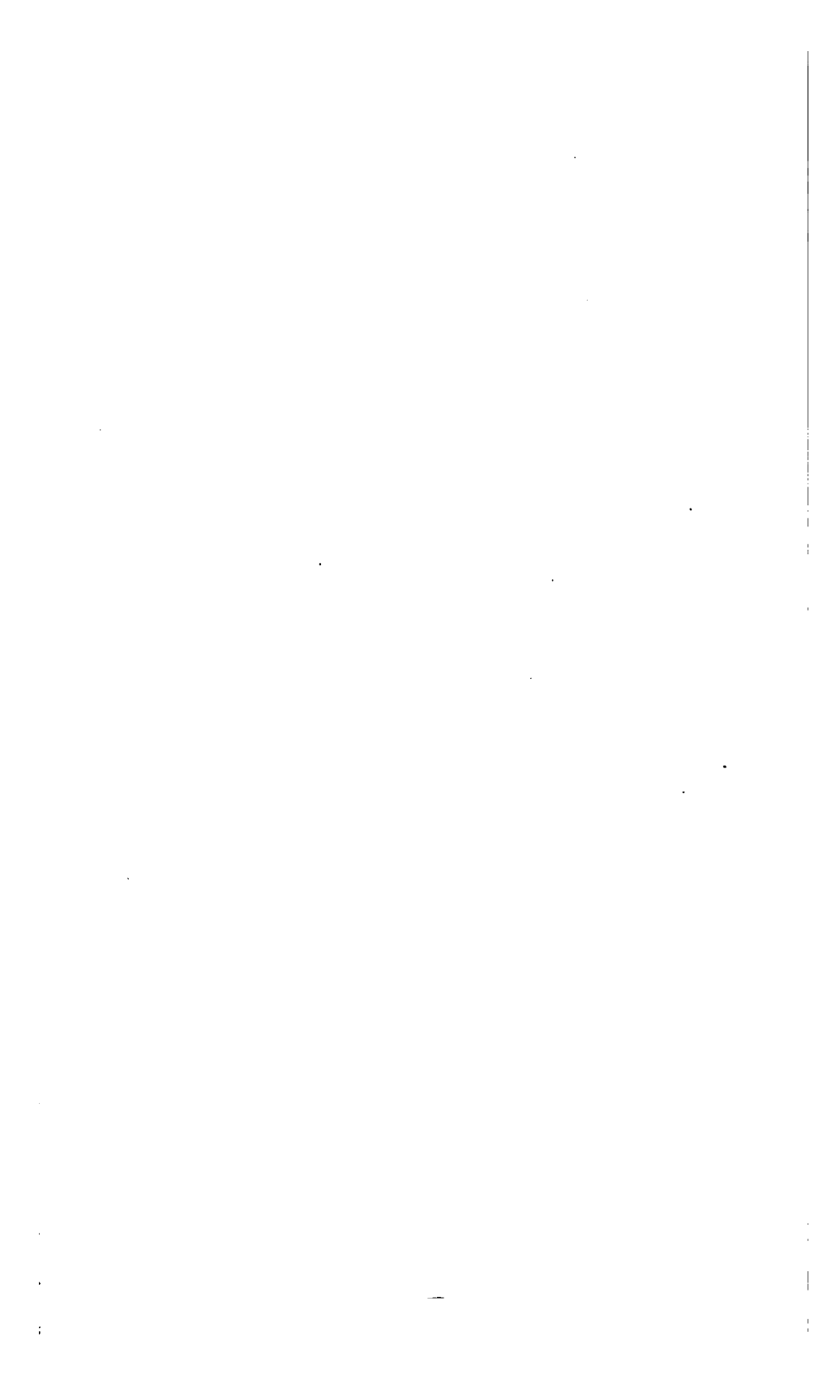
The balance to the credit of the educational account is \$5,275.72, an addition of \$2,560.25 to that of last year.

The balance to the credit of the boarding hall account is \$5,998.85, an addition of \$5,753.36 to that of last year.

Respectfully submitted,

JAMES L. HAYS,  
President.

(7)



## REPORT OF THE COMMITTEE ON FINANCE.

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*To the State Board of Education :*

Pursuant to the by-laws of this Board, your Committee on Finance submits its annual report for the year ending June 30th, 1894.

### STATE NORMAL SCHOOL.

The disbursements for this institution during the past year were \$2,094.27 less than the preceding year, while there was an increase in income of \$670.10. The balance is \$2,141.10 more than that of the preceding year. There is, therefore, a balance in the hands of your Treasurer of \$3,769.67.

The average attendance at the Normal School was 462 and at the Model 518. There is no tuition charged for pupils attending the Normal School. Its privileges are free to those intending to be teachers. A fixed rate of tuition is charged for pupils attending the Model School, the profits derived therefrom being expended for the benefit of the institution.

At the last session of the Legislature an appropriation of \$10,000 was made for the purpose of completing the gymnasium and making necessary alterations in the main buildings. These improvements have been completed within the appropriation.

### NORMAL BOARDING HALL.

The receipts during the past year were \$4,978.31 more than the moneys received from board, &c., during the preceding year, while the total expenses of the institution show a decrease of \$7,915.60.

The balance in the treasury at the end of the preceding fiscal year was \$244.49, while the Treasurer's report for the current year shows a balance of \$5,998.85. The institution receives no appropriation

from the State. It exists for the purpose of providing a suitable place, primarily, for the accommodation of the pupils of the Normal School, and relies entirely on the income derived from this source. To be successful it must be conducted in accordance with business principles, and the satisfactory condition of the institution in all its branches shows that this has been done.

#### FARNUM SCHOOL.

The financial statement of your Treasurer shows that the receipts of this institution were larger than those of last year, while the disbursements were less. The balance on hand is \$1,506.05, being \$419.15 greater than that of the preceding year.

The above statement of the financial affairs of these institutions indicates efficient management. It is satisfactory to be able to state that notwithstanding the changes in this Board, made by the Legislature at its last session, there will be no deviation during the ensuing year from the policy of strict business management of the institutions under the control of this Board, which policy has hitherto proven so successful.

Respectfully submitted,

WILLIAM R. BARRICKLO,

Dated Trenton, December 4th, 1894.

Chairman.

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## TREASURER'S REPORT.

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(11)



## TREASURER'S REPORT.

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Showing receipts and disbursements of the New Jersey State Normal School, for the year ending June 30th, 1894.

### RECEIPTS.

Balance from last report.....	\$1,628 57
From State Treasurer, annual appropriation.....	28,000 00
From tuition in Model School.....	21,885 57
From tuition in instrumental music.....	2,760 06
From use of books.....	1,714 00
Total.....	<u>\$55,938 20</u>

### DISBURSEMENTS.

Advertising.....	\$272 75
Apparatus.....	969 91
Books and stationery.....	3,707 06
Buildings and furniture.....	506 28
Express and postage.....	152 00
Fuel.....	1,526 56
Gas.....	257 00
Incidentals.....	335 60
Teaching instrumental music.....	2,092 68
Pianos.....	156 00
Rebates.....	4 55
Salaries.....	41,879 65
Telegraph and telephone.....	72 00
Water.....	226 51
Balance.....	8,769 67
Total... ..	<u>\$55,938 20</u>

## TREASURER'S REPORT.

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Showing receipts and disbursements of the New Jersey State Normal School Boarding Halls, for the year ending June 30th, 1894.

### RECEIPTS.

Balance from last report.....	\$244 49
Received from board.....	51,289 54
Received from all other sources.....	95 60
Total.....	<u>\$51,609 68</u>

### DISBURSEMENTS.

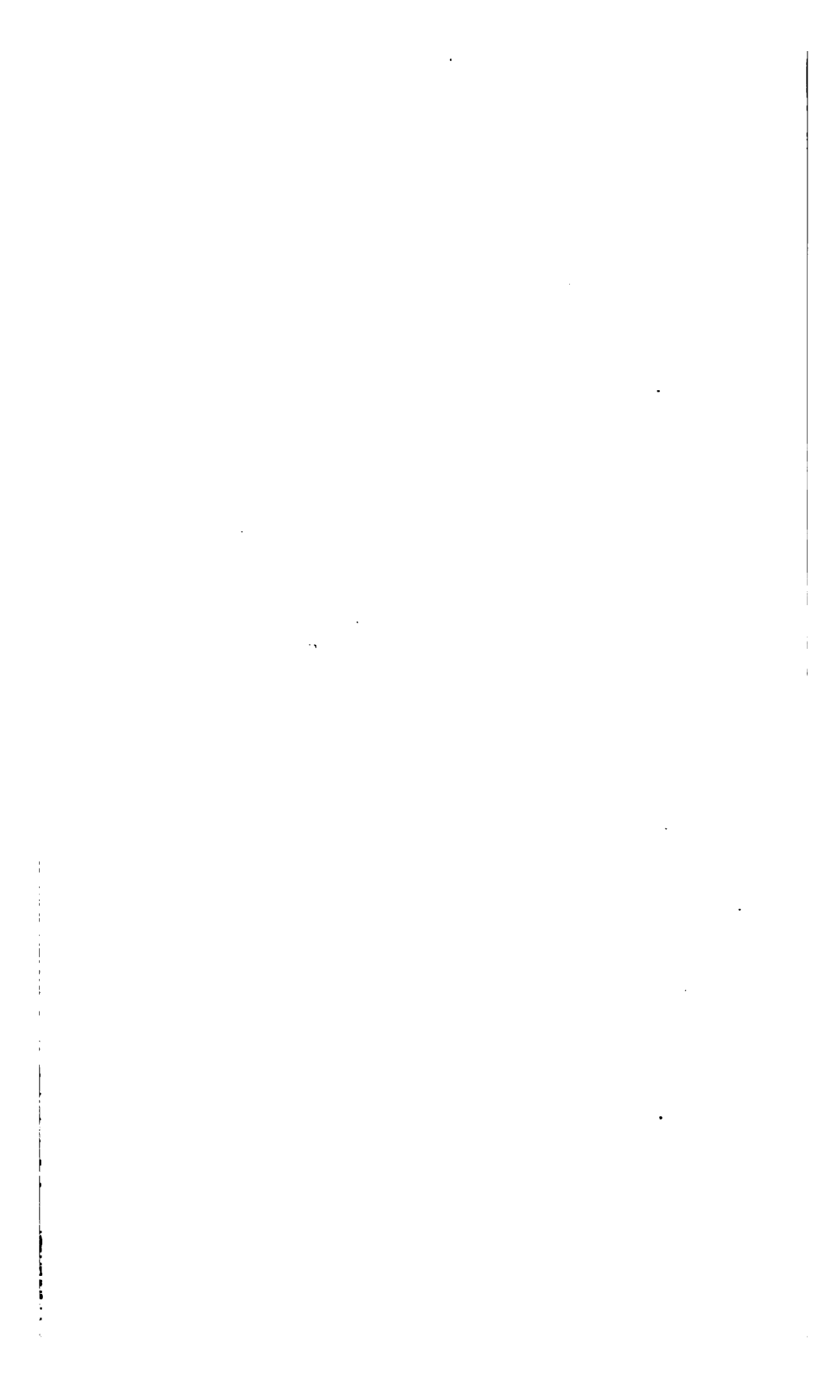
Repairs and improvements.....	\$4,289 88
Furniture.....	1,885 89
Fuel.....	2,158 75
Gas.....	2,580 12
Salaries.....	8,724 51
Rent.....	487 00
Water.....	162 16
Provisions.....	25,160 64
Incidentals.....	267 88
Balance.....	5,998 85
Total.....	<u>\$51,609 68</u>

Respectfully submitted,

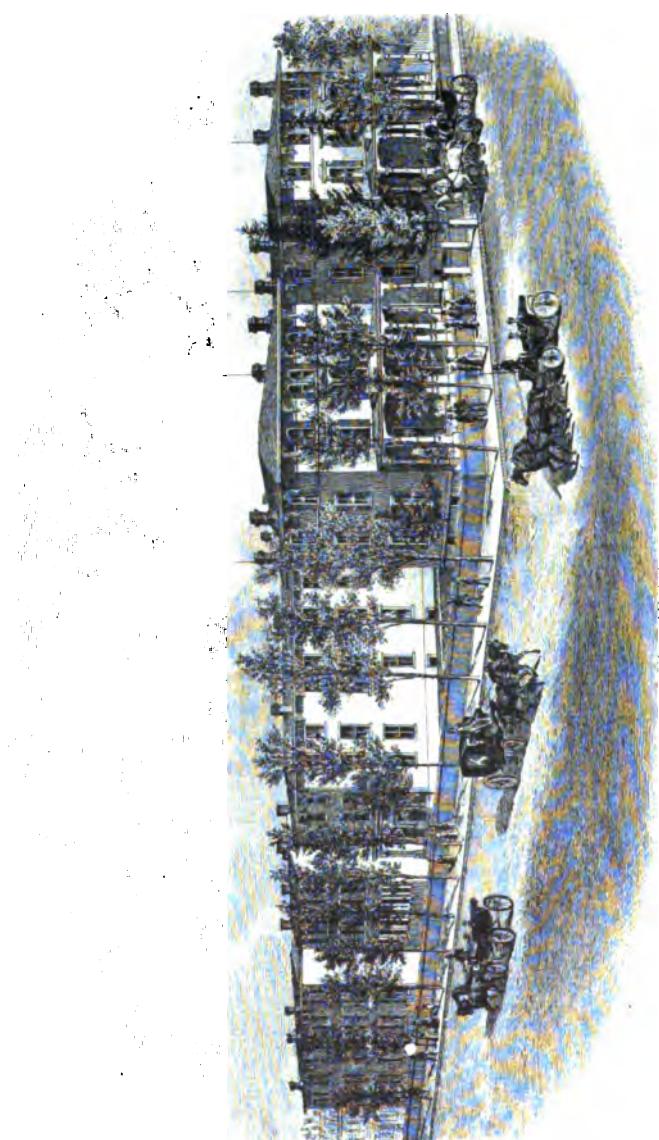
J. BINGHAM WOODWARD,  
Treasurer.

Audited and approved.

WILLIAM R. BARRICKLO,  
Chairman Committee on Finance and Auditing.







BOARDING HALLS OF THE STATE NORMAL & MODEL SCHOOLS.

## PRINCIPAL'S REPORT.

---

*To the Honorable the Board of Education of the State of New Jersey :*

GENTLEMEN—I herewith submit the fortieth annual report of the New Jersey State Normal School, with its auxiliaries, the Model and the Farnum Preparatory Schools, for the school year ending June 30th, 1894.

JAMES M. GREEN,  
Principal.

(15)



## PRINCIPAL'S REPORT.

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[Extract from the School Law of New Jersey.]

"There shall be a Normal School, or Seminary, for the training and education of teachers in the art of instructing and governing the common schools of this State, the object of which Normal School or Seminary shall be the training and education of its pupils in such branches of knowledge, and such methods of teaching and governing, as will qualify them for teachers of our common schools."

"Each county shall be entitled to at least six times as many pupils in the school as it has representatives in the Legislature; and in case any county is not fully represented additional candidates may be admitted from other localities on sustaining the requisite examination; the applicants shall give on admission a written declaration signed with their own hands, that their object in seeking admission to the school is to qualify themselves for the employment of public school teachers, and that it is their intention to engage in that employment in this State for at least two years or refund to the State the cost of their tuition."

"The board of trustees are authorized to maintain a Model School, under permanent teachers, in which the pupils of the Normal School shall have opportunity to observe and practice the modes of instruction and discipline inculcated in the Normal School, and in which pupils may be prepared for the Normal School."

The above extracts from our School law, compared with similar extracts of former years, express in graphic terms the growth of the influence of our school. The former law limited the number of students in the Normal to three for each member of the Legislature. The present law provides that each member of the Legislature shall be entitled to at least six representatives in the school. The former law limited the districts offering the majority of students. The present law protects the districts offering the minority of students. The former law set arbitrary numerical boundaries. The present law sets no boundaries excepting those naturally expressed in the law of demand and supply.

This breaking down of the arbitrary limitations and leaving the school open to unlimited growth, coming as the unanimous expression



of the people's representatives, the Legislature, conveys a deeper meaning than mere numbers. It implies the fullest recognition of the value to the State of placing the instruction of the young in charge of those trained for the work.

The friendly disposition of the Legislature during its last session found further expression in granting to us an additional appropriation of \$10,000 for the completion of the gymnasium and the dividing of the old gymnasium into class-rooms. This work is now finished and has provided us with a well-equipped bowling alley, and, together with the alterations in the old assembly-room, nine additional recitation-rooms and a museum, all completely furnished.

For the first time in six years we find ourselves prepared to open school without the sound of the hammer to interrupt us, or the necessity of being greatly troubled to find places in which the classes may recite with the proper conveniences at hand.

It would not be suitable to close this part of my report without acknowledging the kindly and effective services of Hon. William H. Skirm and the respective educational committees of both branches of the Legislature in promoting the passage of the bill granting to us the additional appropriation, and of the special Building Committee, consisting of Messrs. William R. Barrioklo, J. Bingham Woodward and Nicholas Murray Butler, in bringing our building to completion.

The following figures show original cost and present valuation of the Normal School property :

Original cost of Normal and Model School buildings with lot.....	\$72,000
Estimated value of furniture, books, &c.....	8,000
Value of Boarding Halls .....	65,000
Value of Boarding Hall furniture.....	10,000
Total.....	<u>\$155,000</u>

The above original values have appreciated till the tables should now read as follows :

Former Normal and Model buildings .....	\$60,000
Former school furniture, apparatus, &c .....	8,000
Lot.....	115,000
Appropriation of 1890 for new building.....	40,000
Appropriation of 1891 for alterations, furniture, &c.....	8,000
Principal's residence and Boarding Halls, including addition of 1892.....	99,000
Boarding Hall furniture .....	25,000

Appropriation of 1893 for new building .....	\$12,000
Appropriation of 1894 for completion of building.....	10,000
Additional apparatus and improvements to the grounds.....	8,000
Total.....	<u>\$385,000</u>

The action of the Legislature has not been the only source of encouragement to us during the year. A distinct mark of the appreciation of our work appears in the reception of our last annual report. This report was published in two parts, the first containing the usual data concerning the school; the second containing a complete exposition of the order of developing each subject taught. The latter was a unique undertaking, the first of its kind in our country, if not the first in the history of education.

To this task the teachers gave their best thought and most painstaking effort.

The work has attracted widespread attention. It has been called for in nearly every State in the Union and in several foreign countries. Many of the leading educational journals and magazines have reviewed it, and a number of the leading educators have written concerning it. All of the comments have been most encouraging, tending to strengthen the conviction that we are working in the most approved lines.

The continued kindly reception of our graduates, the earnest co-operation of the school officers of the State, very especially of our efficient State Superintendent, Hon. A. B. Poland, and the invitations to our teachers to take part in the various educational conventions, are all pleasing signs.

There are a number of directions in which the efficiency of our work might be increased. Two come prominently to mind at this time. Our graduates go to the various localities of the State to teach. Could we receive directly from the County Superintendents professional criticism on their work, it would be a valuable guide to us.

Again, it is essential to the plan of the State that our graduates secure good appointments. There is now no official means of gaining a knowledge of vacancies. Could the boards of trustees of the various school districts report actual or proposed vacancies to the County Superintendents, the latter would be enabled to furnish us this information. They have generally aided us in this particular, but under the present laws and rules their own information has been largely unofficial and necessarily incomplete.

## ATTENDANCE.

<i>Normal.</i>			
	Males.	Females.	Total.
First quarter.....	42	488	480
Second quarter.....	39	424	463
Third quarter.....	37	422	459
Fourth quarter.....	37	411	448

Total number of different students enrolled during the year, 525. Males, 44; females, 481.

<i>Model.</i>			
	Males.	Females.	Total.
First quarter.....	252	266	518
Second quarter.....	256	268	524
Third quarter.....	269	261	530
Fourth quarter.....	253	250	503

Total number of students enrolled during the year, 587. Males, 282; females, 305. The average attendance per quarter was 518. Males, 257; females, 261.

<i>Farnum.</i>			
	Males.	Females.	Total.
First quarter.....	58	85	143
Second quarter.....	57	80	137
Third quarter.....	60	80	140
Fourth quarter.....	61	89	150

Total number of students enrolled during the year, 150. Males, 61; females, 89.

The Normal enrollment exceeds that of last year by 84. The number enrolled in the Model is less than that of last year by 12, while the average attendance is 3 less than that of last year. The enrollment in the Farnum School shows an increase of 6 over that of last year.

The total enrollment in the several departments is 78 greater than that of last year, an encouraging advance, especially when we remember the depression in the business interests of the country.

## GRADUATES.

The number of students graduated from the Normal School during the year was 129, of whom 12 were males. All of these graduates are now teaching, with the exception of one who is kept from it temporarily by illness in her family.

The average monthly salary received by the class is \$42.72, a decrease of 44 cents from that received by the class of last year. This

decrease was doubtless due to the fact that the change in the School law so postponed the appointments that many of the graduates feared lest they should not secure positions if they waited, and hence took appointments at lower salaries than they otherwise would.

The Class of 1893 have, during the year, raised their average monthly salary from \$43.16 to \$44.46.

The above amounts, received as they were by recent graduates, when compared with the average salary paid in the State, indicate two things—First, that Normal graduates receive the preference in employment; second, that the appreciation of their value is increasing. This is as it should be. If training is of value it should be appreciated by those employing teachers, and it should gain a remuneration that would somewhat reimburse the greater expense of advanced education.

The following table will be of interest, showing the number of students in the Normal School from each county, the total number of graduates of our school employed in each of the counties according to the reports of the County and City Superintendents, and the number of graduates of the Class of '94 employed in each of the different counties:

Counties.	Number in Normal.	Number of Gradu- ates of '94 Employed.	Total Number of Graduates Employed.
Atlantic .....	11	2	10
Bergen.....	16	19	35
Burlington.....	46	9	37
Camden .....	16	4	15
Cape May.....	8	...	1
Cumberland.....	25	2	17
Essex.....	24	10	54
Gloucester.....	14	9	28
Hudson.....	11	5	16
Hunterdon.....	34	6	18
Mercer .....	95	8	81
Middlesex .....	34	7	21
Monmouth .....	33	12	62
Morris .....	35	8	26
Ocean .....	9	4	4
Passaic .....	15	7	25
Salem .....	13	2	9
Somerset .....	17	4	28
Sussex .....	16	1	9
Union .....	8	5	25
Warren.....	15	1	11

The number graduated from the Model School was 25. Of these, 8 entered college, 5 entered the Normal School, 1 took up special work in another school, 2 are taking post-graduate courses in the Model, 1 entered business, and 8 of the young ladies are at their homes.

The reports show that all are performing their respective parts well. Several of those who entered college were admitted to the first forms. Those who entered the Normal School show excellent preparation for the pedagogical branches.

Ten young ladies were graduated from the Farnum School, four of whom have entered the Normal, and the remainder, so far as I am informed, are at their homes.

Further particulars concerning the Farnum School will be found in the last part of this report.

#### COURSE OF STUDY.

The subjects in our course of study have not been changed in name during the year. The curriculum, however, as in any earnest institution, is the subject of constant thought respecting the quantity and quality of work in the various branches.

The large attention attracted by the now famous "Report of the Committee of Ten" prompted us, as no doubt it prompted most of the progressive schools of the country, to introspection. In this process the "Report" was made the standard of comparison. We held a series of Faculty meetings, in which the teachers of the respective branches compared their work with that recommended by the "Committee."

The results of the comparison showed that while in some particulars, due to local peculiarities and purposes, our plan of work in the Model School differed from that recommended, in the principal features we harmonized with it.

"Enriching the course" in the Elementary grades by eliminating the special and unusual applications in arithmetic, grammar, geography, &c., and giving lessons in elementary science, concrete geometry, child literature, &c., has brought us the most satisfactory results.

In literature, in our secondary work, we differ from the recommendation of the committee by arranging our selections historically as well as psychologically. The committee would simply give lectures on the historical in the highest year.

In geography we can do much less than the committee recommend. Indeed, it seems to us that in this subject the committee, instead of thinking what the child might do, tried to display their own knowledge of the subject, and that even in this they were aided by dictionaries and other books of reference.

In the number of subjects to be taken at one time, and in the length of time for the Secondary and High School courses, we regard the recommendations of the committee as much better than our own practice has been.

In my last annual report I referred to the fact that to take the amount of work necessarily in our High School course in three years overtaxed many of the pupils. That statement I now repeat. It is for this reason that we have now arranged the High School work into a four years' course.

While this arrangement will not prevent mature pupils taking the work in less time than the four years, it affords opportunity for the average pupil to take the course in a manner conducive both to scholarship and power.

The idea of unifying our work is kept in mind constantly, and has been the means of much economy of mental energy.

Our teachers strive to give individual attention to the pupils and to classify, and assign work accordingly, and the efforts in this direction have this year, as last, resulted in the reclassifying of many pupils during the term.

The general power of the school in the work seems to be constantly increasing, and this, more than any other, is the test of a school's prosperity.

Our practice teaching in the Normal has been greatly strengthened by the privilege granted our Senior Class, through the courtesy of the Board of Education of the City of Trenton, of observing and practicing in the public schools of the city.

This practice is so conducted as not to prove detrimental to the city schools, while it brings the Normal student in closer sympathy than he otherwise would come with the conditions he will meet after graduation.

Below are given a number of the programmes of our special occasions during the year.

These programmes will indicate something of the character of these occasions.

## DEPARTMENT OF INSTRUMENTAL MUSIC.

## FIRST MUSICALE.

*June 12th, 1894.*

1. Piano Solo—Snow-Drop Mazurka.....*Behr.*  
MISS CLARA STRAUSS.
2. Piano Solo—Sonatine, Op. 49, No. 2.....*Beethoven.*  
MISS SUSIE DONNELLY.
3. Vocal Solo—Afterwards.....*Mullen.*  
MISS STELLA TAYLOR.
4. Piano Duet—Gavotte Mandarin.....*Hackh.*  
MISSSES HELEN FORD AND HANNAH SUMMERILL.
5. Piano Solo—Sonatine, Op. 88, No. 1.....*Kuhlau.*  
MISS CLARA FETTER.
6. Vocal Solo—Celeste.....*Newcombe.*  
MISS FLORENCE AYRES.
7. Piano Solo—Sonatine, Op. 60, No. 2.....*Kuhlau.*  
MISS ELLA WESTON.

## SECOND MUSICALE.

*June 13th, 1894.*

1. Piano Solo—Waltz Arabesque.....*Lack.*  
MR. JOHN MUIRHEAD.
2. Piano Solo—Waltz, Op. 70, No. 8.....*Chopin.*  
MISS MARY BRODHEAD.
3. Piano Solo—In the Lovely Month of May.....*Merkel.*  
MISS MAY BRACE.
4. Vocal Solo—Dreaming of Love.....*"Princess Bonnie."*  
MISS BESSIE SNIDER.
5. Piano Solo—Sonata in D.....*Haydn.*  
MISS REBEKAH HENDRICKSON.
6. Piano Solo—Au Matin and 1st Mazurk.....*Goddard.*  
MISS HARRIET OLIVER.
7. Piano Solo—Waltz, Op. 64, No. 2.....*Chopin.*  
MISS HELEN BRODHEAD.

## THIRD MUSICALS.

June 14th, 1894.

1. Piano Solo— { *a. Etude, Op. 70, No. 6*.....*Moscheles.*  
*b. Waltz, Op. 34, No. 8*.....*Chopin.*  
 MISS NETTIE O. DYE.
2. Piano Solo—Polonaise, Op. 40, No. 1.....*Chopin.*  
 MISS MABEL GARWOOD.
3. Vocal Solo—Little Doris.....*De Koven.*  
 MISS FLORENCE AYRES.
4. Piano Solo— { *a. "Papillons," No. 11,* } .....*Schumann.*  
*b. "Carnival," Preamble,* }  
 MISS LIZZIE McNAMARA.
5. Piano Solo— { *a. Etude, Op. 3, No. 2*.....*Schumann.*  
*b. Waltz in E Minor*.....*Chopin.*  
 MISS ROSA HICKS.
6. Vocal Solo—Dear Heart.....*Mattci.*  
 MISS STELLA TAYLOR.
7. Piano Solo— { *Etude, Op. 23, No. 2*.....*Rubinstein.*  
*Robin Adair*.....*Hodges.*  
 MRS. K. C. HILL.  
*Finis.*

## CHRISTMAS.

1. Chorus—"Watchman, Tell us of the Night".....STATE SCHOOLS.
2. Piano Duet—"Lachtaubchen".....*Behr.*  
 MISSES MABEL GARWOOD and REBEKAH HENDRICKSON.
3. Recitation—Hymn on the Nativity.....*Milton.*  
 MISS HELEN TEN EYCK.
4. Song—"Sing, Sing for Christmas".....PRIMARY SCHOOL.
5. Recitation—"Kitty to Kriss".....MISS JULIA CARR.
6. Chorus—"He Comes in the Night".....D GIRLS.
7. Essay—"Christmas".....Written by MISS FANNIE D. WELCH.  
 Read by MISS ONEE JARVIS.
8. Chorus—"What Do Those Bells Say to Me?".....C and D BOYS.
9. Recitation—"Early Christmas Morning".....MISS BERTHA JOHNSON.
10. Guitar Duet—Waltz.....*Beemis.*  
 MISSES LOUISE WEIR and EDITH LEONARD.
11. Recitation—"Resolve".....MASTER E. G. MCKENZIE.
12. Piano Duet—"Victoria Polka".....*Behr.*  
 MISSES MARY and HELEN BRODHEAD.
13. Chorus—"Hark, The Angels Singing".....B and C GIRLS.
14. Recitation—"One, Two, Three".....MISS HADDIE OLIPHANT.



15. The Doll Lullaby—{ GEORGIE MACPHERSON, LOTTIE POPE, MAUD MAC-  
GREGOR, MARY WHITE, ALICE CANTWELL,  
MABEL MORELAND.
16. Chorus—"Sweetly Chiming Bells".....A and HIGH SCHOOL B CLASSES.
17. Recitation—"Little Tee Hee".....MISS LILLIAN QUIGLEY.
18. Christmas Hymn.....NORMAL B 1.

### BASE-BALL.

*March 16th, 1894.*

1. Violin Solo—Cavatina.....MR. ALBERT STRETCH.
2. Piano Duet—Polka Brilliant.....  
MISSES REBEKAH HENDRICKSON and MABEL GARWOOD.
3. Recitation—Herve Riel.....MISS HELEN TEN EYCK.
4. Banjo Selection—"Old Homestead Schottische".....  
MESSRS. JOHNSON, BRIGGS and HOWELL.
5. Song—O, Gaily Sings the Sailor Boy.....  
MESSRS. AXFORD, TOMLINSON, HULBERT and DAVIS.
6. Piano Solo—Zephyrs of May.....MR. JOHN MUIRHEAD.
7. Song—Love's Old Sweet Song.....MISS HURD.
8. Recitation—Aunt Sophronia at the Opera.....MISS KATHERINE BERKAN.
9. Banjo Solo—Martenaux Overture.....MR. JOSEPH JOHNSON.
10. Song—Hail to the Queen.....DOUBLE QUARTET.

### VETERANS' DAY.

1. American Hymn.....SCHOOLS.
2. Vocal Solo—"Could I".....Tosti.  
MISS STELLA TAYLOR.
3. Quartet and Chorus—Tenting on the Old Camp Ground.....
4. Address.....GEN. WM. S. STRYKER.
5. Guitar Selection.....GUITAR CLUB.
6. Star Spangled Banner.....SCHOOLS.

The address of General Stryker was a graphic and thrilling description of features of the Civil War, of which he had been an eye-witness.

### ARBOR DAY.

1. Piano Solo—Papilous Nos. 1, 2, 3, 4, 5 and Finale.....Schumann.  
MISS LIZZIE McNAMARA.
2. Song—"Gay Little Dandelion".....PRIMARY DEPARTMENT.
3. Essay—"The Arbor Day Spirit".....G. E. DELANEY.
4. May Song.....FIRST and SECOND PRIMARY CLASSES.

5. Song—"Flowers, Wildwood Flowers".....C and D GIRLS.
6. Recitation—"Arbor Day Poem".....MISS ALETHIA C. BOND.
7. Chorus—"I'm the Shepherd of the Valley".....  
HIGH SCHOOL B and GRAMMAR A GIRLS.
8. Bird Nest Song—Father Bird.....WILL H. GRANT.  
Mother Bird.....LIZZIE R. CLEMMER.  
Baby Birds.....SCOTT M. FELL, ROMONA BRITTON,  
ALICE CANTWELL, MARGARET  
KENNEDY, LE ROY FARLEY.
9. Guitar Selection.....GUITAR CLUB.
10. Recitation—Selection from "The Earth Veil".....*Ruskin*.  
SAMUEL HAMMILL WOOD.
11. Chorus—"Waiting for the May".....NORMAL B 1.
12. Presentation of Flag.
13. "Red, White and Blue".....B BOYS.
14. Chorus—"America".....STATE SCHOOLS.

After the singing of the chorus, "Waiting for the May," the gifts of the school in honor of the day were presented. They consisted of two large English bunting flags by the Model School; a large pendulum, Seth Thomas, library clock by the Senior 2 Class, June division, of the Normal School; two bronze statuettes, one of Mercury and one of Perseus, by the remainder of the Normal School, and a large steel engraving of "Washington Crossing the Delaware," by the great-grandchildren of the patriot, C. C. Haven.

#### PHYSICAL TRAINING.

An exhibition of physical training was given on Friday evening, May 4th. The exercises consisted of fancy marches, scarf drills, games and tumbling by three visitors.

#### ADDRESSES.

During the year addresses were delivered before the school on pedagogical subjects by Superintendent William N. Barringer, of Newark, Supervising Principal B. C. Gregory, of Trenton, and Principal Henry H. Waters, of Peekskill Military Academy.

#### GROUPS AND BUILDINGS.

The repairs to our grounds and buildings, mentioned more fully by your committee, have added greatly to the efficiency in the management of the school, as well as to appearances. The old fence sur-

rounding the grounds was decayed and was never a protection against trespassers, and our janitors were kept much of the time employed in protecting the property from intrusion. The substantial iron fence now surrounding the grounds has removed this annoyance. The thoroughly-renovated and officially-approved sanitary appliances of all of our buildings have given increased confidence on the part of our patrons.

#### HEALTH.

The health of the students has been generally good. Where there is so large a number of people gathered together there is always more or less light illness, but we have had nothing serious excepting the case of brain fever, resulting in the sad and untimely death of Miss Sadie L. Vaughan, December 14th, 1893.

#### TEACHERS.

The following changes have taken place in our corps of teachers: Mr. Edward M. Healy, Instructor in Manual Training, resigned to accept a position in Pratt Institute; Miss Sarah E. Dillon, Instructor in Drawing in the Model School, resigned to accept the position of Supervisor of Drawing in Bridgeport, Conn.; Miss Amelia Cooper Hewitt was transferred from the Model corps to the Normal corps to assist in the Department of Chemistry.

To supply the vacancies thus created the following persons were appointed: Charles A. Burt, of Worcester Polytechnic Institute, Instructor in Manual Training; Miss Margaret B. Parker, former Supervisor of Drawing of Middletown, N. Y., Instructor in Drawing in the Model School, and Miss Elizabeth Stockton, a former graduate of our Normal School, instructor in grammar department of the Model School. Dr. H. B. Boice resigned the preceptorship of the boys' hall, and Prof. Burt was assigned that duty. Prof. Frank H. Scobey was transferred from the Model to the Normal corps.

The teachers have been untiring in their efforts to accomplish good work in the class-rooms. They have taken advantage of every available means for their own personal improvement, a large number of them attending summer schools, either as students or lecturers, and others visiting schools or traveling.

The Faculty was represented on the programmes of every one of the County Teachers' Institutes, and, so far as we are able to learn, very acceptably.

#### RELATION OF THE NORMAL TO THE SCHOOL SYSTEM OF THE STATE.

The commissioning system inaugurated two years ago continues to grow in product and interest.

The following High Schools are now on the "Approved List:" Long Branch, New Brunswick, Newark, Jersey City, Caldwell, Orange, Passaic, Asbury Park, Plainfield, Trenton, Washington Public School of Hackensack, Rahway, Morristown, Montclair, Atlantic City, Dover, Millville, Hoboken and State Street, Hackensack.

This system thus far works well in every way. It brings to us students well qualified, as a rule, to enter upon our work. What the system needs is a more complete realization of its possibilities. There are many students in the High Schools looking forward to a course in the Normal, yet that their work is as direct for that end as it might be is oftentimes a hypothesis. There is yet much to be done in bringing the Normal and the Commissioned Schools nearer to each other, so they may *feel* their relationship as parts of the same system.

The accepting of County Diplomas and Certificates in lieu of an examination for entrance to the school is still continuing to do a good work.

During the year 94 students were admitted on Diplomas and Teachers' Certificates. A record of the schools from which these students come is kept, and there is a growing solicitude on the part of these schools that their work prove reliable as well as creditable from a comparative standpoint.

#### MODE OF COMMISSIONING.

The following resolutions, passed by the Board of Trustees February 6th, 1889, and the appended blank forms, explain the mode of commissioning. Parties desiring to commission should send to the Principal of the Normal School for blank forms :

*Resolved*, That after the date of the passage of this resolution, graduates of High Schools in this State may be admitted to the professional work of the Normal School without examination, under the following conditions :

I. Upon the application of any Principal, local Superintendent and President of the Board of Trustees of any High School in this State, the Committee on Education shall make an examination of the school on behalf of which such application is made, and if, in their judgment, the course of study and discipline of the High School in question shall warrant it, said High School shall be placed upon the "Approved List," and a notice to that effect sent to the Principal of the school. The fact shall also be reported to the State Board of Education at their next meeting.

II. Properly-certified graduates of any High School on the "Approved List" shall be admitted, by the Principal of the Normal School, to the professional course of the Normal School, without examination, and shall be regular members of that course.

III. On the report of the Principal of the Normal School that the students of any High School on the "Approved List," who may have entered without examination, are, after due trial, found not to be properly qualified to go on with the work of the professional course, the Committee on Education may strike the name of the High School which certified said students from the "Approved List." Notice of such action shall be sent to the Principal of the High School in question, and it shall also be reported to the State Board of Education.

### HIGH SCHOOL APPLICATION.

*To the Board of Trustees of the New Jersey State Normal School:*

GENTLEMEN—We, the undersigned, do hereby make application to have the ..... High School placed on the "Approved List" of New Jersey. We do hereby certify that graduation at the above school requires that the person to be graduated shall have pursued the following branches, or their equivalents, viz.: Orthography, Penmanship, Elocution, English Grammar, Geography, United States History, General History, Bookkeeping, Practical Arithmetic, Algebra, Geometry (five books), Elementary Physics, Chemistry, Physiology, Botany, Industrial Drawing, Latin or German. Herewith find course of study.

Signed,

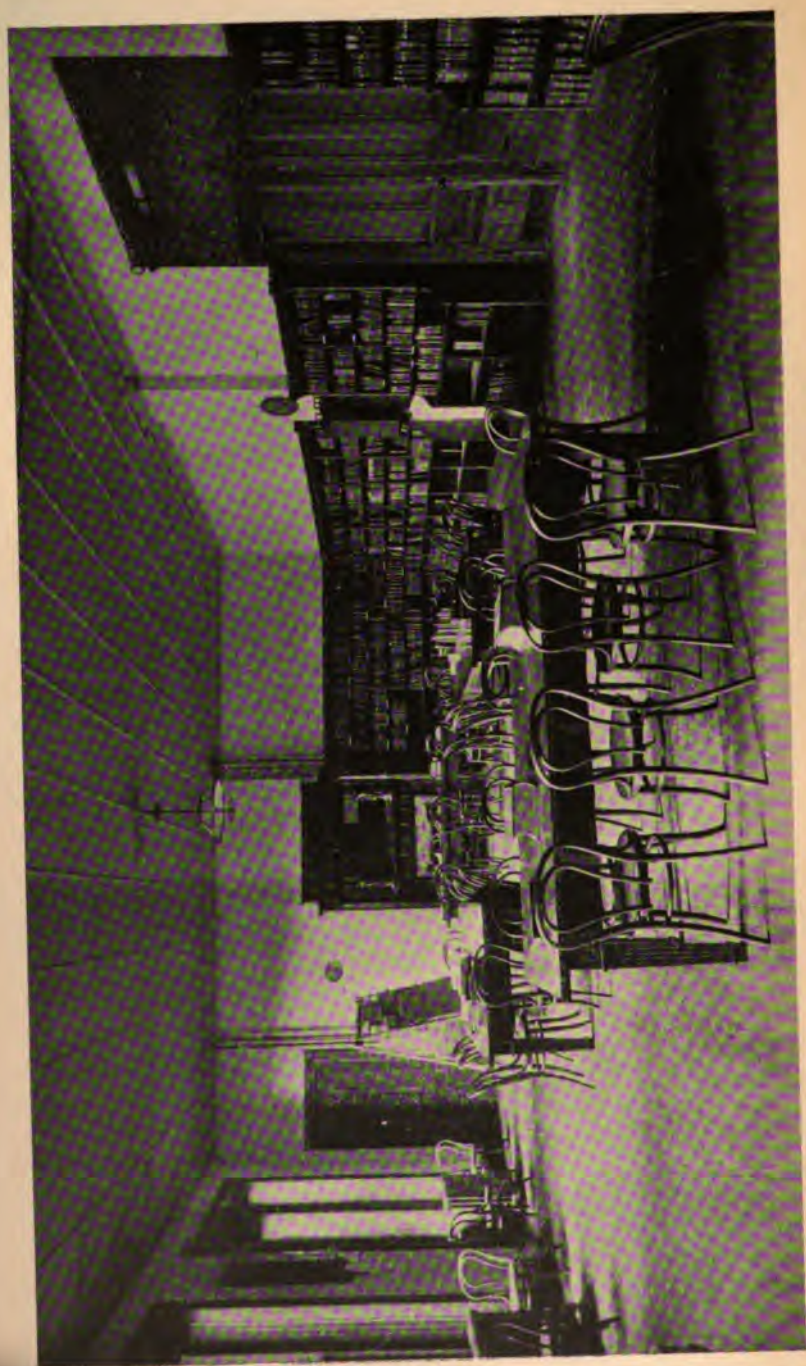
.....Principal. ....Superintendent.  
.....President of Board.

STATE OF NEW JERSEY.

### HIGH SCHOOL COMMISSION.

This certifies that the ..... High School is placed on the "Approved List" of the Board of Trustees of the State Normal School, and that the Principal of said High School is hereby authorized to certify its





LIBRARY.

graduates for admission to the work of the second year, or strictly professional course, of the State Normal School, subject to the conditions upon which this commission is granted.

State Board of Education,

Trenton, New Jersey ..... 18...

[SEAL.]	.....Chairman.	} Committee on Education.
	.....Secretary.	

#### LIBRARY.

Miss Josephine C. Robertson, who had so efficiently organized and conducted our library, resigned to accept the position of First Assistant Librarian in the University of Chicago. Miss Bertha E. Blakely, of the New York State Library School, was appointed to fill the vacancy.

During the year several hundred volumes have been added to the collection of books. The students are given free access to the library, under proper restrictions, and are permitted to take books out.

It is scarcely necessary to say that the influence of this department is very strong in the school. It perhaps is more powerful than any other one feature for the promotion of true culture.

#### LITERARY SOCIETIES.

There are five literary societies, made up of members of the different classes, namely: The Normal Debating Society, composed of young men of the Normal School; the Thencanic Society, composed of young men of the Model School; the Gamma Sigma Society, the Arguromuthus Society, and the Philomathean Literary Club, composed, each, of young ladies from both the Normal and Model departments.

In addition to the above there are several class organizations doing literary work.

All of these associations have the purposes common to literary societies, and their officers report the work of the past year as an improvement over that of preceding years.

Two public entertainments were given. The programmes follow:



## PHILOMATHEAN SOCIETY.

*Friday Evening, April 6th, 1894.*

## PART FIRST.

## "THE CHRONOTHANATOLETRON, OR OLD TIMES MADE NEW."

## CAST.

Genius of Nineteenth Century.....	MISS LULU VAN NOY.
Inventress .....	MISS HELEN TEN EYCK.
Sarah.....	MISS LILA WHITLOCK.
Pharaoh's Daughter. ....	MISS KATHERINE S. NEVIUS.
Comelia, the Roman Matron.....	MISS MAUDE MCCAIN.
Cleopatra.....	MISS THEO LEIGH HUGHES.
Queen Elizabeth.....	MISS BERTIE M. KING.
Mother Bickerdick.....	MISS LILLIAN H. QUIGLEY.
Cecilia.....	MISS IVA PEARL QUIGLEY.
Agnes of Bologna.....	MISS MAIZIE F. HARRIS.
Hypatia.....	MISS HARRIET A. HECK.
Joan of Arc.....	MISS ONEE JARVIS.
Sappho.....	MISS ELEANOR S. BOICE.
Martha Washington.....	MISS MILDRED BROWER.
Priscilla.....	MISS AMY E. HENDRICKS.

## PART SECOND.

## "A DRESS REHEARSAL."

## CAST.

Miss Jones—Principal of Grove House Academy .....	MISS LULU VAN NOY.
Mdlle. Epinard—French Governess.....	MISS LOUISE S. IRWIN.
Amy Tibbs—Afterwards Cinderella .....	MISS LILLIAN QUIGLEY.
Clara Wilkins—Afterwards Prince.....	MISS HELEN TEN EYCK.
Sarah Ann—The Greedy Girl. ....	MISS OLIVIA R. MANNING.
Sophonisba Spivins—The Romantic Girl.....	MISS HARRIET A. HECK.
Martha Higgins, } Afterwards the Spiteful Sisters.....	
Clara Jackson, }	MISSES KING and WHITLOCK.
Mrs. Jarvey—Elocution Mistress.....	MISS ONEE JARVIS.
Miss Prudence Pinchback—A Visitor.....	MISS MAUDE MCCAIN.
Rose Jennings—Afterwards Fairy Godmother.....	MISS AMY HENDRICKS.
Humpie.....	MISS MAIZIE HARRIS.

## GAMMA SIGMA SOCIETY.

*Friday Evening, May 11th, 1894.*

## PROGRAMME.

## PART FIRST.

GLEE CLUB.....*Selected.*

## TENNYSON'S DREAM OF FAIR WOMEN.

## CHARACTERS.

Helen of Troy.....PEARL H. SNYDER.  
 Iphigenia.....HELEN S. MARSHALL.  
 Cleopatra.....HELEN E. HENDRICKSON.  
 Jeptha's Daughter.....LILLIAN HEATH.  
 Rosamond.....ROSALIE SARSON.  
 Margaret More.....EDITH M. LEONARD.  
 Joan of Arc.....ELIZABETH C. SPENCER.  
 Queen Eleanor.....MARY N. BROWN.

## PART SECOND.

*A Farce.*

## SIX CUPS OF CHOCOLATE.

## CHARACTERS.

Miss Adeline von Lindau—German Girl.....ETTA R. HENDRICKSON.  
 Miss Marion Lee—Southern Girl.....GERTRUDE C. ALLEN.  
 Miss Dorothy Green—New England Girl.....ISABEL V. PULLEN.  
 Miss Hester Beacon—Boston Girl.....MARY CHAMBERLAIN.  
 Miss Beatrix van Kortlandt—New York Girl.....EDITH C. PACKER.  
 Miss Jeannette Durand—French Girl.....HELEN E. HENDRICKSON.

GLEE CLUB.....*Selected.*

## TABLEAU—All Nations.

## GLEE CLUB.

Helen E. Hendrickson,	Dorothy Bradt,	Lillian Heath,
Edith M. Leonard,	Ida S. Ege,	Florence Schemely,
Rebekah Hendrickson,	Helen S. Marshall,	Etta R. Hendrickson.
Elizabeth C. Spencer,	Frances Dunning,	Mary Chamberlain.

## ACCOMPANISTS,

Rebekah Hendrickson. Rosalie Sarson.

## ALUMNI.

The Alumni Association held its sixth annual meeting on the 28th of June. The meeting was called to order in the old gymnasium at 12 o'clock by President Henry Waters, who gave a brief address of welcome. About 135 members responded to the roll-call.

A vocal selection was rendered by the male quartet, consisting of Messrs. H. B. Boice, Arthur M. Hulbert, Elliot J. Tomlinson and Albert C. McKnight. The following committee on nominations was then appointed: Dr. C. H. Dilts, George F. Corwin, M. J. Scully and Mrs. Howell C. Stull.

The annual address was delivered by Dr. Laban Dennis, of Newark, of the Class of '57; subject, "The Privilege of Being a Teacher."

After a vocal quartet by Misses Jennie W. Long and Lena Dott, and Messrs. Arthur M. Hulbert and Elliot J. Tomlinson, and a vocal solo by Miss Stella Taylor, the following were nominated and elected as officers for the ensuing year:

President—GEORGE E. BRIGGS, Peekskill, N. Y.

Model Vice President—MRS. HOWELL C. STULL, Trenton, N. J.

Normal Vice President—C. B. HORNER, Neshanic, N. J.

Model Secretary—MRS. EDWARD W. POTTER, Trenton, N. J.

Normal Secretary—MISS HANNA H. EASTBURN, Trenton, N. J.

Recording Secretary—MR. FRANCIS B. LEE, Trenton, N. J.

Treasurer—MR. ROBERT V. WHITEHEAD, Trenton, N. J.

The Association then adjourned to the dining-room of the young ladies' boarding hall, where a luncheon was served. After the cloth was removed, toasts were responded to by Prof. George B. Ryan, of New Brunswick; Dr. E. F. Carr, Dr. J. M. Green, Messrs. J. Harry Dunham and J. Hibbs Buckman, Dr. C. H. Dilts, ex-President Robert L. Hoagland, President Henry Waters and President-elect George E. Briggs.

The gathering was one of the most joyous in the history of the Association. All of the sentiments expressed were full of cheer and hope for the future of our Alma Mater.

The next meeting will be held on the Normal commencement day of 1895. All graduates of the Normal or Model, and all who came within one year of graduation, are eligible to membership, and are very much desired to identify themselves with the Association.

**"THE SIGNAL."**

Our school paper was published monthly instead of quarterly, as heretofore. It was successful both from a literary and financial standpoint. It met with some drawbacks during the year, but the zeal of the board of editors, as a whole, overcame these drawbacks.

The experience of the year was encouraging to the editors, leading them to believe that a much greater success could be secured on the same plan for the coming year. "The Signal" is deserving of the strongest encouragement, both from the school and the Alumni.

**COMMENCEMENT WEEK.**

The exercises of commencement week were, as usual, largely attended and of especial interest. The commencement exercises proper were held in our Auditorium for the first time. About fifteen hundred guests were present, and, while the room lacked some of the conveniences of the Opera House, the fact that it was our own room, where the graduates had passed so much of their school life, gave pleasure.

The Baccalaureate address was delivered in the Auditorium of the schools on Monday evening, June 25th, by Rev. Robert Stuart MacArthur, of New York; subject, "Some Elements of Success." The speaker was most interesting, and was listened to with rapt attention throughout by a large audience.

The February division of the Normal Class held its Senior Eve exercises January 26th.

Tuesday afternoon and Wednesday afternoon, June 26th and 27th, were the occasions of the Model and June division of the Normal Senior Days, respectively.

These occasions were, as usual, of marked popularity. Following are the programmes :

## NEW JERSEY STATE NORMAL SCHOOL.

*Senior Eve, February Class, January 26th, 1894.*

## PROGRAMME.

1. Guitar Duo.....MISSES GARRABRANT and WEER.
2. Address of Welcome.....MR. WALLING.
3. Recitation—"The Jew's Gift".....T. B. Aldrich.  
MISS MARIE.
4. Memories of '94.....MISS BUTCHER.
5. Music—"How Gently, How Calmly".....DOUBLE TRIO.
6. Class Poem.....MISS FLEMING.
7. Recitation—"The Fashionable Woman's Fad".....Helen M. Bean.  
MISS HUTCHINSON.
8. Shadows of Coming Events.....MISS SWAN.
9. Music—"Sweet Convent Bells".....DOUBLE TRIO.
10. Souvenirs.....MISS SICKLER.
11. Class Song.....music by Mr. Stickle.

## NEW JERSEY STATE MODEL SCHOOL.

*Senior Day, June 26th, 1894.*

## PROGRAMME.

- Piano Duet.....LAURA W. MOORE and SARA D. MARGERUM.  
 President's Address.....FRANKLAND BRIGGS.  
 Class History.....MABEL WORTHINGTON HOWELL.  
 Recitation.....HELEN EMELINE HENDRICKSON.  
 Class Prophecy.....ISABEL VAN KIRK PULLEN.  
 Essay.....META HEPWORTH THOMAS.  
 Address to Undergraduates.....CARL HAMILTON RICEY.  
 Presentation.....ALFRED DUNBAR HUTCHINSON.  
 Class Poem.....CAROLINE GERTRUDE ELY.  
 Guitar Duet.....BLANCHE A. VOORHEES and EDITH M. LEONARD.

Model! Model! evermore,  
 Boom-terra-ra '94!

## NEW JERSEY STATE NORMAL SCHOOL.

*Senior Day, June Division, Wednesday, June 27th, 1894.*

## PROGRAMME.

Quartette—Selection.....	MISSSES DOTT and OLIVER, MESSRS. HULBERT and TOMLINSON.
President's Address.....	
Retrospective Glances of '94.....	MISS HAGAMAN.
Recitation—Selection.....	MISS CAERNAHAN.
Vocal Solo—Selection.....	MISS DICKERSON.
Class Poem.....	MISS PAUL.
Prospective Glimpses (Part I.).....	MR. BEBOUT.
Instrumental Trio—Selection.....	
	PROF. STANNARD, MISSSES TREDWAY and PIERSON.
Prospective Glimpses (Part II.).....	MISS MOORE.
Class Song.....	words and music by MISS WALLING.

## COMMENCEMENT.

## NEW JERSEY STATE NORMAL SCHOOL,

TRENTON, N. J.,

Thursday, June 28th, 1894, 8 o'clock P. M.

## SCHOOL AUDITORIUM.

## PROGRAMME.

1. Chant—The Lord's Prayer.
2. Address—The Industrial Factor in Our Schools...ARTHUR M. HULBERT.
3. Three-Part Chorus—Return of the Flock.
4. Essay—The Value of Experimental Psychology to the  
Teacher.....LILLIAN MANUELLA HUDSON.  
(Honor, February Div.)
5. Vocal Solo—Forget Me Not.....*Hoffman*.  
FLORENCE AYRES.
6. Recitation—The Duchess May.....*Mrs. Browning*.  
JOSEPHINE HUTCHINSON.
7. Chorus—Slumber Song.....*Gottschalk*.
8. Essay—Hebraism and Hellenism in Education.....ONEE JARVIS.
9. Serenade—Sleep, My Loved One.
10. Address—The Personal Influence of the Teacher...G. EDMUND DELANY.
11. Piano Duet—Andante and Rondo, 2d Sonata.....*Bohm*.  
ROSALIE SARSON and ANNA E. ALLER.
12. Recitation—Doctor Blimber's School.....*Dickens*.  
MARY ELY.
13. Vocal Trio.....JENNIE W. LONG, LENA DOTT and ARTHUR M. HULBERT.
14. Essay—Observe the Child.....MARGARET TOWNSEND.
15. Essay—Opportunities Open to the Woman of To-Day.....  
EMMA SHEPARD BEAVERS (Valedictorian).
16. Presentation of Class by the Principal.
17. Awarding of Diplomas by HON. JAMES L. HAYS,  
President of the State Board of Education.
18. Duet and Chorus—Return, O Mem'ry Sweet.....*Lysbagg*.

## GRADUATES.

FEBRUARY, 1894.

"To be, not to seem."

<i>Name.</i>		<i>Address.</i>
Barrett, Teresa G.,	Bristol,	Pennsylvania.
Blazure, Mary E.,	Mendham,	Morris.
Bowlby, Elizabeth L.,	Newark,	Essex.
Butcher, Jennie M.,	Ardena,	Monmouth.
Carey, Mary L.,	Trenton,	Mercer.
Chamberlin, Sara G.,	Cream Ridge,	Monmouth.
Dalley, Maria S.,	Raritan,	Somerset.
Drudy, Katherine M.,	Lambertville,	Hunterdon.
Fleming, Mai L.,	Trenton,	Mercer.
Fregans, Lauribel,	Orange,	Essex.
French, Rachel E.,	Mullica Hill,	Gloucester.
Garrabrant, Carrie J.,	Hoboken,	Hudson.
Hudson, Lillian M.,	Newark,	Essex.
Hutchinson, Josephine E.,	Trenton,	Mercer.
Kelly, May E.,	Woodbridge,	Middlesex.
Maria, Elma H.,	Trenton,	Mercer.
Mount, Helen B.,	Cranbury,	Middlesex.
Robbins, Harriet B.,	Port Norris,	Cumberland.
Russ, Anna M.,	Beverly,	Burlington.
Schaefer, Martha,	New York,	New York.
Shafer, Ida M.,	Milford,	Hunterdon.
Sharp, Mary E.,	Lebanon,	Hunterdon.
Sharp, Jennie W.,	German Valley,	Morris.
Sickler, Bessie C.,	Chew's Landing,	Camden.
Smith, Annie R.,	Burlington,	Burlington.
Stickle, Wilmot,	Andover,	Sussex.
Stover, Helen B.,	Carversville,	Pennsylvania.
Swan, Norma L.,	Navesink,	Monmouth.
Walling, C. Herbert,	Keyport,	Monmouth.
Wilson, Bertha B.,	Lambertville,	Hunterdon.

JUNE DIVISION, 1894.

"By striving, we win."

Ackley, Viola,	Camden,	Camden.
Appleton, Mabel M.,	Bordentown,	Burlington.
Arndt, Hannetta,	Riverside,	Burlington.
Arrowsmith, Isabelle,	Freehold,	Monmouth.
Ayres, Florence,	Bridgeton,	Cumberland.
Barnitz, Carlotta S.,	Delanco,	Burlington.
Beavers, Emma S.,	Califon,	Hunterdon.
Bebout, Edwin,	Long Hill,	Morris.



<i>Name.</i>	<i>Address.</i>	
*Bell, Frances S.,	Trenton,	Mercer.
Berkan, Katherine,	Passaic,	Passaic.
Bernshouse, Samaria A.,	Hammonton,	Atlantic.
Boice, Eleanor S.,	Freehold,	Monmouth.
Bonnard, Annette Y.,	Passaic,	Passaic.
Bonnard, J. Elizabeth,	Passaic,	Passaic.
Brower, Mary M.,	Titusville,	Mercer.
Bryce, Helen W.,	Passaic,	Passaic.
Buckman, Eleanor B.,	Trenton,	Mercer.
Bunnell, Edith L.,	Newton,	Sussex.
Carnahan, Mae E.,	Tullytown,	Pennsylvania
Carter, Charles P.,	Penn Valley,	Pennsylvania
Cawley, Rebecca S.,	Haddonfield,	Camden.
Convery, Mary T.,	Trenton,	Mercer.
Curtis, William P.,	Port Oram,	Morris.
Delany, G. Edmund,	Sparta,	Sussex.
De Witt, Ina C.,	Flemington,	Hunterdon.
Dickerson, Flora C.,	Mendham,	Morris.
Dott, Lena,	Dover,	Morris.
Durand, Irene,	Bordentown,	Burlington.
Durner, Frances C.,	Princeton,	Mercer.
Ely, Mary,	Deans,	Middlesex.
Elwell, Florence B.,	Bridgeton,	Cumberland.
Fitta, Anna,	Stanton,	Hunterdon.
Freeman, Agnes B.,	Andover,	Sussex.
Frost, Laura A.,	Far Hills,	Somerset.
Gardiner, Priscilla E.,	Mount Laurel,	Burlington.
Garretson, Annie B.,	Franklin Park,	Middlesex.
Goodnow, M. Elfrida,	Ocean Grove,	Monmouth.
Goff, Caroline S.,	East Creek,	Cape May.
Hagaman, Ada L.,	Toms River,	Ocean.
Heller, Carrie,	Trenton,	Mercer.
Hemphill, Margaret M.,	Riverton,	Burlington.
Henderson, Elizabeth,	Newark,	Essex.
Howell, Lydia E.,	Peapack,	Somerset.
Huff, Margaret,	Pluckamin,	Somerset.
Hulbert, Arthur M.,	Brookside,	Morris.
Jarvis, Onee,	Tenafly,	Bergen.
Justice, Abbi S.,	Bridgeport,	Gloucester.
Lacey, Florence J.,	Morristown,	Morris.
Lake, Hettie A.,	Naughtright,	Morris.
Lawshe, Elizabeth,	Trenton,	Mercer.
Little, Frank H.,	Deckertown,	Sussex.
Long, Jennie W.,	Union,	Union.
McCormick, Isabella A.,	Trenton,	Mercer.

\*Elementary.

<i>Name.</i>	<i>Address.</i>	
McLaughlin, Emilie,	New Brunswick,	Middlesex.
McNamara, Mary V.,	Lambertville,	Hunterdon.
Manning, Olivia R.,	Stelton,	Middlesex.
Macom, Rose,	Trenton,	Mercer.
Mooney, Cora E.,	Plainfield,	Somerset.
Moore, Mary C.,	Pottersville,	Hunterdon.
Moore, Florence I.,	Bayonne,	Hudson.
Moore, M. Estelle,	Freehold,	Monmouth.
Oliver, Carrie P.,	New Vernon,	Morris.
Padgett Anna H.,	Fairton,	Cumberland.
Paul, Harriette B.,	Brownsburg,	Pennsylvania
Pursel, May I.,	Yardley,	Pennsylvania
Pepper, Nelson,	Port Norris,	Cumberland.
Pierson, Hattie V.,	Jamesburg,	Middlesex.
Pierson, Caroline V.,	Belvidere,	Warren.
Price, Alice,	Bargaintown,	Atlantic.
Richards, Bertha,	Philadelphia,	Pennsylvania
Robbins, George W.,	Dividing Creek,	Cumberland.
Roberts, Iden F.,	Yardley,	Pennsylvania
Rood, Vernon D.,	Mendham,	Morris.
Sarson, Rosalie S.,	Oxford,	Warren.
Shann, Gertrude W.,	Kingston,	Middlesex.
Seagraves, Margaret,	Shiloh,	Cumberland.
Shipman, Bertha E.,	Phillipsburg,	Warren.
Smiley, Jennie C.,	Bridgeton,	Cumberland.
Smith, Fannie A.,	Hopewell,	Mercer.
Specht, Elizabeth,	New Germantown,	Hunterdon.
Steuber, Cecilia M.,	Riverside,	Burlington.
Swartz, Lola E.,	Trenton,	Mercer.
Terhune, Maggie,	Deans,	Middlesex.
Thomas, Edna J.,	Delanco,	Burlington.
Thompson, Lou D.,	Penns Grove,	Salem.
Tichenor, Ada W.,	Merchantville,	Camden.
Tilton, Carrie C.,	Camden,	Camden.
Townsend, Margaret,	Trenton,	Mercer.
Tredway, Edith,	Chester,	Morris.
Van Dyke, Sara H.,	Stockton,	Hunterdon.
Van Noy, Lulu,	Princeton,	Mercer.
Virtue, May,	Newark,	Essex.
Wade, Nancy M.,	Scotch Plains,	Union.
Walling, Ella C.,	New Vernon,	Morris.
Wells, Alida J.,	Bradevelt,	Monmouth.
Whitlock, Eliza P.,	Matawan,	Monmouth.
Whitenack, Harriet,	Far Hills,	Somerset.
Wick, Laura C.,	Atlantic City,	Atlantic.
Yates, Mary A.,	Mount Holly,	Burlington.

## COMMENCEMENT.

## NEW JERSEY STATE MODEL SCHOOL.

TRENTON, N. J.,

Wednesday, June 27th, 1894, at 8 P. M.

## SCHOOL AUDITORIUM.

## PROGRAMME.

1. Chant—The Lord's Prayer.
2. Essay—The Literary Tramp.....IDA S. EGE.
3. Address—Electricity and Its Applications.....J. HOWARD DILTS.
4. Chorus—Anchored.....*Arr. from M. Watson.*
5. Recitation—Romance of the Rose.....*Bret Harte.*  
HELEN S. MARSHALL.
6. Essay (Honor)—The Red Cross.....GERTRUDE C. ALLEN.
7. Guitar Selection—To the Queen's Taste.....*Bartcher.*
8. Recitation—New England Weather.....*Mark Twain.*  
CARL HAMILTON RICEY.
9. Essay—Andrea del Sarto.....ELIZABETH C. SPENCER.
10. Piano Duet. { *a. Entr 'Acte. Gavotte de Mignon.....Thomas.*  
                  { *b. Waltz, Op. 18, No. 6.....Kaun.*  
                  IDA S. EGE and EMMA R. SUMMERILL.
11. Recitation—The Unforgiven.....*T. B. Aldrich.*  
ISABEL V. PULLEN.
12. Essay—Lady Jane Gray—A series of sketches.....EDITH M. LEONARD.
13. Three-part Song—Beautiful Bells.....*Sargent.*
14. Recitation—Knee Deep in June .....*J. Whitcomb Riley.*  
ALFRED D. HUTCHINSON.
15. Essay—Venetian Gondolier Song .....MABEL S. CROUCH.
16. Vocal Solo—An Alpine Rose.....*Sieber.*  
STELLA TAYLOR.
17. Address (Honor)—A Plea for Justice .....FRANKLAND BRIGGS.
18. Presentation of Class by the Principal.
19. Awarding of Diplomas by Nicholas Murray Butler, Ph.D.,  
Chairman of the Committee on Education.
20. Quartet and Chorus—Sweet Echo.....

## CLASS OF '94.

"Honor, not honors."

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Gertrude Carman Allen,	Ethel Irene Burwell,
Mabel Synnot Crouch,	Ida Skillman Ege,
Caroline Gertrude Ely,	Helen Emeline Hendrickson.
Mabel Worthington Howell,	Edith Maria Leonard,
Sara Deviny Margerum,	Helen Southwick Marshall,
Laura Weston Moore,	Isabel Van Kirk Pullen,
Elizabeth Conover Spencer,	Jannetta Gordon Studdiford,
Emma Roe Summerill,	Meta Hepworth Thomas.
Blanche Angelo Voorhees,	Jacob Howard Dilts,
Frankland Briggs,	Henry Worthington Ott,
Arthur Read Elmer,	Ralph Lane Polk Wallace,
Alfred Dunbar Hutchinson,	Carl Hamilton Rickey,
Augustus Studdiford.	



## NORMAL SCHOOL REGISTRY.

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The following is the enrollment of students of the Normal School,  
with their classification at the close of the year :

### SENIOR SECOND—FEBRUARY DIVISION.

<i>Name.</i>	<i>Residence.</i>
Barrett, Teresa G.,	Bristol, Pennsylvania
Blazure, Mary E.,	Mendham, Morris.
Bowlby, Elizabeth L.,	Newark, Essex.
Butcher, Jennie M.,	Ardena, Monmouth.
Carey, Mary L.,	Trenton, Mercer.
Chamberlin, Sara G.,	Cream Ridge, Monmouth.
Dalley, Maria S.,	Raritan, Somerset.
Drudy, Katherine M.,	Lambertville, Hunterdon.
Fleming, Mai L.,	Trenton, Mercer.
Fregans, Lauribel,	Orange, Essex.
French, Rachel E.,	Mullica Hill, Gloucester.
Garrabrant, Carrie J.,	Hoboken, Hudson.
Hudson, Lillian M.,	Newark, Essex.
Hutchinson, Josephine E.,	Trenton, Mercer.
Kelly, May E.,	Woodbridge, Middlesex.
Maris, Elma H.,	Trenton, Mercer.
Mount, Helen B.,	Cranbury, Middlesex.
Robbins, Harriet B.,	Port Norris, Cumberland.
Ross, Anna M.,	Beverly, Burlington.
Schaefer, Martha,	New York, New York.
Shafer, Ida M.,	Milford, Hunterdon.
Sharp, Mary E.,	Lebanon, Hunterdon.
Sharp, Jennie W.,	German Valley, Morris.
Sickler, Bessie C.,	Chew's Landing, Camden.
Smith, Annie E.,	Burlington, Burlington.
Stickle, Wilmot,	Andover, Sussex.
Stover, Helen B.,	Carversville, Pennsylvania.
Swan, Norma L.,	Navesink, Monmouth.
Walling, C. Herbert,	Keyport, Monmouth.
Wilson, Bertha B.,	Lambertville, Hunterdon.

## SENIOR SECOND—JUNE DIVISION.

<i>Name.</i>	<i>Residence.</i>
Ackley, Viola,	Camden,
Anderson, Mary M.,	Milford,
Appleton, Mabel M.,	Bordentown,
Arndt, Hannelta,	Riverside,
Arrowsmith, Isabelle,	Freehold,
Ayres, Florence,	Bridgeton,
Barnitz, Carlotta S.,	Delanco,
Beavers, Emma S.,	Califon,
Bebout, Edwin,	Long Hill,
*Bell, Frances S.,	Trenton,
Berkan, Katherine,	Passaic,
Bernshouse, Samaria A.,	Hammonton,
Boice, Eleanor S.,	Freehold,
Bonnard, Annette Y.,	Passaic,
Bonnard, J. Elizabeth,	Passaic,
Broadhurst, Ruth K.,	Bordentown,
Brower, Mary M.,	Titusville,
Bryce, Helen W.,	Passaic,
Buckman, Eleanor B.,	Trenton,
Bunnell, Edith L.,	Newton,
Burgstresser, Edith L.,	Trenton,
Curtis, William P.,	Port Oram,
Carnahan, Mae E.,	Tullytown,
Carter, Charles P.,	Penn Valley,
Cawley, Rebecca S.,	Haddonfield,
Chinnick, Jennie V.,	Trenton,
Convery, Mary T.,	Trenton,
Cromwell, Stella,	Bordentown,
Delany, G. Edmund,	Sparta,
De Witt, Ina C.,	Flemington,
Dickerson, Flora C.,	Mendham,
Dott, Lena,	Dover,
Durand, Irene,	Bordentown,
Durner, Frances C.,	Princeton,
Ely, Mary,	Deans,
Elwell, Florence B.,	Bridgeton,
Fitts, Anna,	Stanton,
Freeman, Agnes B.,	Andover,
Frost, Laura A.,	Far Hills,
Gardiner, Priscilla E.,	Mount Laurel,
Garretson, Annie B.,	Franklin Park,
Goodnow, M. Elfrida,	Ocean Grove,
	Camden.
	Hunterdon.
	Burlington.
	Burlington.
	Monmouth.
	Cumberland.
	Burlington.
	Hunterdon.
	Morris.
	Mercer.
	Passaic.
	Atlantic.
	Monmouth.
	Passaic.
	Passaic.
	Burlington.
	Mercer.
	Passaic.
	Mercer.
	Sussex.
	Mercer.
	Morris.
	Pennsylvania
	Pennsylvania
	Camden.
	Mercer.
	Mercer.
	Burlington.
	Sussex.
	Hunterdon.
	Morris.
	Morris.
	Burlington.
	Mercer.
	Middlesex.
	Cumberland.
	Hunterdon.
	Sussex.
	Somerset.
	Burlington.
	Middlesex.
	Monmouth.

\* Elementary.

<i>Name.</i>	<i>Residence.</i>
Goff, Caroline S.,	East Creek, Cape May.
Gordon, Adeline,	New Brunswick, Middlesex.
Hagaman, Ada L.,	Toms River, Ocean.
Heller, Carrie,	Trenton, Mercer.
Hemphill, Margaret M.,	Riverton, Burlington.
Henderson, Elizabeth,	Newark, Essex.
Hetfield, M. Lizzie,	Rahway, Union.
Hooper, Lillian,	Trenton, Mercer.
Howell, Lydia E.,	Peapack, Somerset.
Huff, Margaret,	Pluckamin, Somerset.
Hulbert, Arthur M.,	Brookside, Morris.
Jarvis, Once,	Tenafly, Bergen.
Justice, Abbi S.,	Bridgeport, Gloucester.
Lacey, Florence J.,	Morristown, Morris.
Lake, Hettie A.,	Naughtright, Morris.
Lawshe, Elizabeth,	Trenton, Mercer.
Little, Frank H.,	Deckertown, Sussex.
Long, Jennie W.,	Union, Union.
McCormick, Isabella A.,	Trenton, Mercer.
McNamara, Mary V.,	Lambertville, Hunterdon.
Manning, Olivia R.,	Stelton, Middlesex.
Macom, Rose,	Trenton, Mercer.
McLaughlin, Emilie,	New Brunswick, Middlesex.
Mooney, Cora E.,	Plainfield, Somerset.
Moore, Mary C.,	Pottersville, Hunterdon.
Moore, Florence I.,	Bayonne, Hudson.
Moore, M. Estelle,	Freehold, Monmouth.
Oliver, Carrie P.,	New Vernon, Morris.
Padgett, Anna H.,	Fairton, Cumberland.
Paul, Harriette B.,	Brownsburg, Pennsylvania.
Pursel, May I.,	Yardley, Pennsylvania.
Pepper, Nelson,	Port Norris, Cumberland.
Pierson, Hattie V.,	Jamesburg, Middlesex.
Pierson, Caroline V.,	Belvidere, Warren.
Price, Alice,	Bargaintown, Atlantic.
Richards, Bertha,	Philadelphia, Pennsylvania.
Robbins, George W.,	Dividing Creek, Cumberland.
Roberts, Iden F.,	Yardley, Pennsylvania.
Rogers, A. Edith,	Camden, Camden.
Rood, Vernon D.,	Mendham, Morris.
Sarson, Rosalie S.,	Oxford, Warren.
Shann, Gertrude W.,	Kingston, Middlesex.
Seagraves, Margaret,	Shiloh, Cumberland.
Shipman, Bertha E.,	Phillipsburg, Warren.
Smiley, Jennie C.,	Bridgeton, Cumberland.
Smith, Fannie A.,	Hopewell, Mercer.



<i>Name.</i>	<i>Residence.</i>	
Specht, Elizabeth,	New Germantown,	Hunterdon.
Steuber, Cecilia M.,	Riverside,	Burlington.
Stites, Marion G.,	Hewitt,	Passaic.
Swartz, Lola E.,	Trenton,	Mercer.
Terhune, Maggie,	Deans,	Middlesex.
Thomas, Edna J.,	Delanco,	Burlington.
Thompson, Lou D.,	Penns Grove,	Salem.
Tichenor, Ada W.,	Merchantville,	Camden.
Tilton, Carrie C.,	Camden,	Camden.
Townsend, Margaret,	Trenton,	Mercer.
Tredway, Edith,	Chester,	Morris.
Van Dyke, Sara H.,	Stockton,	Hunterdon.
Van Noy, Lulu,	Princeton,	Mercer.
Virtue, May,	Newark,	Essex.
Wade, Nancy M.,	Scotch Plains,	Union.
Walling, Ella C.,	New Vernon,	Morris.
Wells, Alida J.,	Bradevelt,	Monmouth.
Whitlock, Eliza P.,	Matawan,	Monmouth.
Whitenack, Harriet,	Far Hills,	Somerset.
Wick, Laura C.,	Atlantic City,	Atlantic.
Yates, Mary A.,	Mount Holly,	Burlington.

## SENIOR FIRST.

Ackerman, Mary L ,	St. Augustine,	Florida.
Aspinwall, Alice,	Millville,	Cumberland.
Rarber, Mary,	Stewartsville,	Warren.
Black, M. Stanley,	Swedesboro,	Gloucester.
Botti, Tillie M.,	Lambertville,	Hunterdon.
Bray, Effie M.,	Mine Hill,	Morris.
Brouwer, Mildred,	New Bruuswick,	Middlesex.
Budd, Lizzie B.,	Pemberton,	Burlington.
Carmichael, Bertha,	Toms River,	Ocean.
Cloke, Clara V.,	Trenton,	Mercer.
Cochrane, Maude,	New York,	New York.
Crook, Gertrude,	Rockaway,	Morris.
Davis, Bertha M.,	Milford,	Sussex.
Davis, Estella M.,	Milford,	Sussex.
Dickinson, Harriette,	Trenton,	Mercer.
Dreisbach, Matilda V.,	Oxford,	Warren.
Edwards, Lucy S.,	Dover,	Morris.
Finkelstein, Belle,	Perth Amboy,	Middlesex.
Galloway, Florence L.,	Rutherford,	Bergen.
Grant, Margaret S ,	Kingston,	Middlesex.
Harris, Maizie F.,	Allendale,	Bergen.

<i>Name.</i>	<i>Residence.</i>	
Heath, Lillian E.,	Eatontown,	Monmouth.
Holland, Annie,	Trenton,	Mercer.
Hughes, Theo. L.,	Trenton,	Mercer.
Jay, Kate,	Vineland,	Cumberland.
Kelly, Margaret G.,	Lambertville,	Hunterdon.
Kelly, Nora,	Lambertville,	Hunterdon.
King, Bertha,	Little Silver,	Monmouth.
Knodle, Ethel C.,	Beverly,	Burlington.
McCain, Maude,	Trenton,	Mercer.
McConnell, Sarah M.,	Lambertville,	Hunterdon.
Morrell, Emily A.,	Trenton,	Mercer.
Muehleck, Lucy E.,	Trenton,	Mercer.
Murray, Daisy R.,	Trenton,	Mercer.
Norman, Blanche,	Milton,	Morris.
Owens, Alice,	Trenton,	Mercer.
Osborn, G. Henry,	Hilton,	Essex.
Riddick, Altha,	Whig Lane,	Salem.
Robbins, Robert L.,	Mauricetown,	Cumberland.
Slover, Alice D.,	South Amboy,	Middlesex.
Smeeton, Carrie A.,	Bayonne,	Hudson.
Staats, Clara,	Somerville,	Somerset.
Sullivan, Cecilia,	Harrison,	Hudson.
Walls, Daisy E.,	Vineland,	Cumberland.
Wright, Edna J.,	Allentown,	Monmouth.

## A SECOND.

Aldous, Julia,	Passaic,	Passaic.
Allen, Kate S.,	Medford,	Burlington.
Alpers, Emily B.,	Bayonne,	Hudson.
Arndt, Louisa,	Riverside,	Burlington.
Apgar, Duvilious,	Mt. Pleasant,	Hunterdon.
Bailey, Eliza H.,	Morrisville,	Pennsylvania
Berkan, Madeleine E.,	Passaic,	Passaic.
Bogan, J. Regina,	New Brunswick,	Middlesex.
Brooks, Mary L.,	Shirley,	Salem.
Brown, Addie,	Cranbury,	Middlesex.
Brown, Mary N.,	Brielle,	Monmouth.
Browning, J. May,	Camden,	Camden.
Cheston, Martha A.,	Griggstown,	Somerset.
Conover, Mary A.,	Bridgeborough,	Burlington.
Covert, Rose,	Harlingen,	Somerset.
Considine, Elizabeth,	Lambertville,	Hunterdon.
Creeden, Frances,	Raritan,	Somerset.
Crook, Grace,	Rockaway,	Morris.
Cubberley, Viola,	Long Branch,	Monmouth.

<i>Name.</i>	<i>Residence.</i>
Curtis, Anna V. L.,	Trenton, Mercer.
Derickson, Gertrude,	Paulsboro, Gloucester.
Dixon, H. May,	Shiloh, Cumberland.
Donnell, Nettie M.,	Hightstown, Mercer.
Earley, Florence,	Trenton, Mercer.
Emmel, Mary J.,	Glassboro, Gloucester.
Farrow, Julia D.,	Summit, Union.
Flanagan, Anna B.,	Bridgeport, Gloucester.
Fulper, May O.,	Flemington, Hunterdon.
Garriques, Nellie S.,	Moorestown, Burlington.
Gibney, Annie J.,	Phillipsburg, Warren.
Graw, Jennie L.,	Craryville, New York.
Gunderman, Lena R.,	Houses, Sussex.
Haines, Alethia,	Moorestown, Burlington.
Hann, Nellie T.,	Pleasant Grove, Morris.
Higgins, Ella M.,	New Brunswick, Middlesex.
Hunt, Mamie M.,	Port Oram, Morris.
Hunt, Margaret B.,	Yardville, Mercer.
Hunter, Mae,	Ridgefield Park, Bergen.
Hutchinson, Margaret E.,	Trenton, Mercer.
Hayday, Florence S.,	Atlantic City, Atlantic.
Irwin, Louisa S.,	Beverly, Burlington.
Ivins, Bessie T.,	Burlington, Burlington.
Ivins, Josephine E.,	Burlington, Burlington.
Jackson, Anna A.,	Long Branch, Monmouth.
Jardine, Marian,	Ridgewood, Bergen.
Johnston, Louise W.,	Trenton, Mercer.
Jones, Bessie,	Tabernacle, Burlington.
Kellemen, Alice,	Morris Plains, Morris.
Kinney, Nana E.,	Sparta, Sussex.
Lambert, Mabel,	Dover, Morris.
Letts, Alice J.,	Rahway, Union.
Lucas, Mary C.,	Lambertville, Hunterdon.
Lynn, Maud,	Fallsington, Pennsylvania
McConachy, Anna C.,	Blairstown, Warren.
McConachy, M. Alice,	Blairstown, Warren.
Meagher, Mary F.,	Long Branch, Monmouth.
Merchant, Mary E.,	Ironia, Morris.
Mitchell, Margaret E.,	Bayonne, Hudson.
Monroe, Mamie,	Atlantic City, Atlantic.
Montgomery, Mary,	Manchester, Ocean.
Morgan, Sadie L.,	Bordentown, Burlington.
Morris, Elizabeth J.,	Baleville, Sussex.
Muschert, Bertha E.,	Morrisville, Pennsylvania
Myers, Anna L.,	Millville, Cumberland.
Myers, Flossie,	Trenton, Mercer.

<i>Name.</i>	<i>Residence.</i>	
Oliver, Mary E.,	Mendham,	Morris.
Paul, Ethel,	Brownsburg,	Pennsylvania
Plum, Mary E.,	Flemington,	Hunterdon.
Price, Richard S.,	Bargaintown,	Atlantic.
Pullen, Annie M.,	Trenton,	Mercer.
Risley, Fred. B.,	Smith's Landing,	Atlantic.
Robinson, Charles N.,	Camden,	Camden.
Robison, Louise,	Scotch Plains,	Union.
Rogers, E. Josephine,	Hammonton,	Monmouth.
Sage, Edmund E.,	Gillette,	Morris.
Savacool, Emma,	Ridgewood,	Bergen.
Shemely, Florence E.,	Jamesburg,	Middlesex.
Simpson, Nettie S.,	Beverly,	Burlington.
Skillman, Anna M.,	Skillman,	Somerset.
Stout, Ella C.,	Trenton,	Mercer.
Strachan, Martha M. H.,	Passaic,	Passaic.
Stretch, Sara,	Hancock's Bridge,	Salem.
Stradling, Lulu F.,	Trenton,	Mercer.
Summerill, Hanna A.,	Penns Grove,	Salem.
Thompson, Florence G.,	Juliustown,	Burlington.
Thompson, Florence W.,	Trenton,	Mercer.
Thurlow, Mary,	Blackwood,	Camden.
Titus, Mary F.,	Lawrenceville,	Mercer.
Todd, Marguerite B.,	Orange,	Essex.
Truex, Virginia C.,	Trenton,	Mercer.
Tomlinson, Elliott J.,	Bridgeton,	Cumberland.
Van Acker, Lizzie L.,	Princeton,	Mercer.
Van Leer, Mary F.,	Deerfield,	Cumberland.
Van Lieu, Lina,	Wertsville,	Hunterdon.
Van Winkle, Annie,	Red Bank,	Monmouth.
Warner, Maud M.,	Hainesville,	Sussex.
Welch, Fannie F.,	Paterson,	Passaic.
Wentink, Jennie,	Passaic,	Passaic.
Wilson, Sara C.,	Newtown,	Pennsylvania
Woolman, Helen R.,	Crosswicks,	Burlington.
Wright, Gertrude,	Masonville,	Burlington.
Wright, May F.,	Newark,	Essex.

## A FIRST.

Allen, J. Anna,	Salem,	Salem.
Ayres, Jessie,	Morristown,	Morris.
Balderston, Helen H.,	Dolington,	Pennsylvania
Bartine, Mary C.,	Asbury Park,	Monmouth.
Berry, Marion H.,	Upper Montclair,	Essex.
Bigelow, Josephine E.,	Passaic,	Passaic.

<i>Name.</i>	<i>Residence.</i>
Bishop, Fannie D.,	Beverly, Burlington.
Black, Florence G.,	Aura, Gloucester.
Botti, John R.,	Lambertville, Hunterdon.
Bradley, David H.,	Camden, Camden.
Bradt, Anna D.,	Hoboken, Hudson.
Brukes, Rosina,	Bordentown, Burlington.
Brumbaugh, Irene,	Pipersville, Pennsylvania
Burwell, Nellie,	New Brunswick, Middlesex.
Cafferty, Elva N.,	Allentown, Monmouth.
Carr, Mary E.,	Trenton, Mercer.
Cavanagh, Martha I.,	Bayonne, Hudson.
Chambré, Marguerite,	Dover, Morris.
Clair, Mary A.,	Trenton, Mercer.
Conlain, Margaret,	Phillipsburg, Warren.
Cooley, Walter F.,	Trenton, Mercer.
Craft, Ada L.,	Trenton, Mercer.
Craig, Anna R.,	Salem, Salem.
Davy, Eva G.,	Hoboken, Hudson.
Davis, Luther S.,	Shiloh, Cumberland.
Dean, Florence,	Glen Gardner, Hunterdon.
Dilks, Alfarata,	Royer's Ford, Pennsylvania
Du Bois, Jennie S.,	Freehold, Monmouth.
Fithian, Irene S.,	Greenwich, Cumberland.
Fitzpatrick, Ella H.,	Trenton, Mercer.
Griffin, Mary,	Trenton, Mercer.
Gibbons, Jennie A.,	Perth Amboy, Middlesex.
Hann, Carrie W.,	Trenton, Mercer.
Heck, Gertrude,	Trenton, Mercer.
Hemphill, Edith C.,	Riverton, Burlington.
Henry, George A.,	Plainfield, Union.
Higgins, Belle D.,	Beverly, Burlington.
Hinkle, Clara T.,	Atlantic City, Atlantic.
Horner, Estelle D.,	Manchester, Ocean.
Johnson, Elsie,	Kinkora, Burlington.
Kafes, Lulu H.,	Trenton, Mercer.
Kinney, Mary M.,	Harmony, Warren.
King, Carrie T.,	Mendham, Morris.
Lanterman, Addie,	Mt. Freedom, Morris.
McCrea, Lizzie,	Pattensburg, Hunterdon.
Merrell, Anna D.,	Millstone, Somerset.
Moore, Cora E.,	Allentown, Monmouth.
Pierce, Hannah,	Trenton, Mercer.
Planck, Clara B.,	Trenton, Mercer.
Prentiss, May E.,	Vineland, Cumberland.
Rahfield, Augusta M.,	Passaic, Passaic.
Randall, Julia I.,	Vineland, Cumberland.

<i>Name.</i>	<i>Residence.</i>
Reed, E. Pauline,	Absecon, Atlantic.
Risley, Medora,	Smith's Landing, Atlantic.
Robbins, Marie L.,	Metuchen, Middlesex.
Roche, Margaret T.,	Lambertville, Hunterdon.
Rogers, Alvin W.,	Trenton, Mercer.
Sanford, Fred. N.,	Ocean Grove, Monmouth.
Scott, Mary E.,	Lambertville, Hunterdon.
Smith, Ernest C.,	Trenton, Mercer.
Snook, Lydia G.,	Newark, Essex.
Southard, Emma S.,	Beverly, Burlington.
Spoor, Edna E.,	Carversville, Pennsylvania
Stantial, Anna M.,	Trenton, Mercer.
Stephens, Maude D.,	Hackettstown, Warren.
Stiles, Louie B.,	Burlington, Burlington.
Tebo, Mary L.,	Bordentown, Burlington.
Trimmer, Nellie Q.,	Yardley, Pennsylvania
Tunis, Annie H.,	Trenton, Mercer.
Tyndall, Sadie E.,	Mt. Freedom, Morris.
Van Riper, Sallie,	Rutherford, Bergen.
Vaughn, Sadie L.,	Lafayette, Sussex.
Vreeland, Minnie,	Hackensack, Bergen.
Wainright, Frances R.,	Brielle, Monmouth.
Warman, Luella,	Stewartsville, Warren.
Winkler, Lenora S.,	Trenton, Mercer.
Winslow, Louisa M.,	Vineland, Cumberland.
Wilson, David,	Paterson, Passaic.
Wood, Mae,	Camden, Camden.
Westervelt, Isabella G.,	Rahway, Union.

## B SECOND.

Acock, Maud,	Trenton, Mercer.
Anderson, Mary E.,	New Brunswick, Middlesex.
Ball, Blanche M.,	Berne, New York.
Bebout, Theodore,	Long Hill, Morris.
Bellis, Horace D.,	Trenton, Mercer.
Bond, Alethia C.,	Trenton, Mercer.
Bowen, Marion W.,	Burlington, Burlington.
Brelsford, Florence C.,	Trenton, Mercer.
Camp, Harriette,	New Egypt, Ocean.
Carr, Ray R.,	Manchester, Ocean.
Caulfield, Annie B.,	Trenton, Mercer.
Crook, Alice,	Manchester, Ocean.
Cumming, Maude,	Hackensack, Bergen.
Condit, Clara L.,	West Orange, Essex.
Crane, Helen G.,	Trenton, Mercer.
Davison, Kittie F.,	Franklin Park, Middlesex.

<i>Name.</i>	<i>Residence.</i>
Dickerson, Sallie W.,	Snow Hill, Maryland.
Diecks, Agnes,	Livingston, Essex.
Dobbins, Almira I.,	Red Bank, Monmouth.
Downs, Orietta,	South River, Middlesex.
Dunning, Frances S.,	Deckertown, Sussex.
Durling, Mary,	Newark, Essex.
Fish, Lavinia,	Gibbstown, Gloucester.
Frazier, Lizzie L.,	Cramer Hill, Camden.
Gallager, Tressa,	Trenton, Mercer.
Gardiner, Delma,	Westville, Gloucester.
Garrison, Harry E.,	Aura, Gloucester.
Gordon, Adele T.,	Trenton, Mercer.
Hackett, Carrie,	Daretown, Salem.
Hagan, Bertha,	South Dennis, Cape May.
Havens, Mary M.,	Bordentown, Burlington.
Hartley, Ella,	Palmyra, Burlington.
Hartner, Anna,	Gibbsboro, Camden.
Hays, Jennie,	Kingston, Somerset.
Hemsley, Mary J.,	Bridgeton, Cumberland.
Herrick, Julia A.,	Newark, Essex.
Hibbs, Mabel H.,	Trenton, Mercer.
Hoffman, Nellie,	Califon, Hunterdon.
Hortman, Carrie W.,	Pedricktown, Salem.
Hunter, Emma L.,	Medford, Burlington.
Henion, Cora M.,	Ramseys, Bergen.
Hunt, Franklin S.,	Schooley's Mountain, Morris.
Hughes, Harry S.,	Trenton, Mercer.
Ireland, Anna M.,	Trenton, Mercer.
Jones, Samuel T. D.,	Califon, Hunterdon.
Jupp, Estelle S.,	Rutherford, Bergen.
Kaudle, Lizzie,	Elmer, Salem.
Kugler, Martha E.,	Frenchtown, Hunterdon.
Kymer, Anna M.,	Wykertown, Sussex.
Letson, Lillie,	Stelton, Middlesex.
Lieb, Augusta C.,	Newark, Essex.
Lamb, Florence,	Bordentown, Burlington.
Mack, Mary,	South Amboy, Middlesex.
Manning, May R.,	Dudley, Camden.
Mathews, Emma H.,	Ewing, Mercer.
McCaughan, Lillie R.,	Clayton, Gloucester.
McClymont, May,	Newark, Essex.
McCarroll, Mary J.,	Trenton, Mercer.
Merritt, Gertrude,	Woodbury, Gloucester.
Meskill, Frank,	Lambertville, Hunterdon.
Middleton, Kate P.,	Townsend's Inlet, Cape May.
Moor, Martha W.,	Kingston, Middlesex.

<i>Name.</i>	<i>Residence.</i>
Norsworthy, Naomi,	New York.
Northrup, Mary S.,	Sussex.
Padgett, Helen B.,	Cumberland.
Plumley, Alice,	Somerset.
Pullen, Lillian,	Mercer.
Riley, Grace E.,	Mercer.
Schenck, Sarah H.,	Monmouth.
Shauger, Clara A.,	Morris.
Smith, Mabel F.,	Bergen.
Sonnenberg, Herman,	New York.
Stackhouse, Helen L.,	Mercer.
Stickney, Amelia,	Sussex.
Straughen, Florence,	Salem.
Stulta, Florence G.,	Middlesex.
Sutton, Annie S.,	Middlesex.
Strang, Tirzah,	Camden.
Terwilliger, J. Alice,	Essex.
Thompson, Catherine E.,	Ocean.
Thorp, Jennie,	Morris.
Thompson, Lizzie,	Ocean.
Vactor, Elmer R.,	Somerset.
Van Atta, Bessie W.,	Burlington.
Vanderveer, Mary F.,	Somerset.
Vaughn, Minnie,	Burlington.
Van Horn, Mary,	Bergen.
Van Wagoner, Louise,	Bergen.
Warner, Grace M.,	Essex.
Weston, Ella M.,	Mercer.
Willgus, Flora E.,	Monmouth.
Wilson, Mary,	Pennsylvania
Wintamute, Bertha,	Sussex.
Wood, Alice M.,	Mercer.
Woods, Eva N.,	Hudson.
Woolman, Susanna,	Burlington.
Woolverton, Kezia T.,	Warren.
Wiggins, E. Gertrude,	Salem.
Young, Bessie,	Atlantic.

## B FIRST.

Almer, Alethia F.,	Danville,	Warren.
Aten, Nellie,	Asbury,	Warren.
Bagg, Mabelle,	Vineland,	Cumberland.
Boice, Lizzie E.,	New Market,	Middlesex.
Barwis, Bertha,	Trenton,	Mercer.
Bowne, G. Gertrude,	Trenton,	Mercer.
Borman, John H.,	Warrenville,	Somerset.



<i>Name.</i>	<i>Residence.</i>
Conover, Mabel,	Newark, Essex.
Cregar, Martha J.,	Hillcrest, Mercer.
Carter, Mary P.,	Penn Valley, Pennsylvania
Child, Annie R.,	Red Bank, Monmouth.
Davison, Emily,	Manasquan, Monmouth.
Dickerson, Morgan,	Woodbury, Gloucester.
Dickerson, Octavius,	Woodbury, Gloucester.
Dooley, Cecilia,	New Brunswick, Middlesex.
Durie, Martha L.,	Tappan, New York.
Flecke, Mary,	Alpine, Bergen.
Flintoft, Louise,	Newark, Essex.
Fritz, Clara M.,	Rockport, Pennsylvania
Fritz, Stella,	Trenton, Mercer.
Gants, Lydia S.,	Morrisville, Pennsylvania
Gibbs, Carrie N.,	Lambertville, Hunterdon.
Gibson, Nellie,	Brownsburg, Pennsylvania
Green, Matilda,	Trenton, Mercer.
Haley, Mary,	Mauricetown, Cumberland.
Howell, Lillian A.,	Morrisville, Pennsylvania
Huggan, A. Edith,	Newark, Essex.
Kiggins, Bessie,	Lambertville, Hunterdon.
Kiger, Nellie,	Daretown, Salem.
Kipp, Cora,	Hoboken, Hudson.
Knoner, Rebecca L.,	Westwood, Bergen.
McCaffery, Annie E.,	Tullytown, Pennsylvania
McAuliffe, Mary X.,	Lambertville, Hunterdon.
Mitchell, Lizzie,	Trenton, Mercer.
Murphy, Maizie V.,	Trenton, Mercer.
Norris, Louie M.,	Manasquan, Monmouth.
Oliver, Helen M.,	New Vernon, Morris.
Payran, Irene,	Trenton, Mercer.
Payran, F. Olivia,	Trenton, Mercer.
Pierce, Lulu,	Trenton, Mercer.
Reed, Lizzie,	Titusville, Mercer.
Scherman, Amelia M.,	West Orange, Essex.
Schussler, Christine,	New Brunswick, Middlesex.
Still, Bessie E.,	Passaic, Passaic.
Stillwagon, Emma H.,	Holmdel, Monmouth.
Van Artsdale, Laura,	Dunellen, Middlesex.
Vreeland, Frederick N.,	Newfoundland, Passaic.
Warne, Maggie V.,	Trenton, Mercer.
Warner, Bessie S.,	Trenton, Mercer.
Walton, Amy E.,	Carversville, Pennsylvania
Wharton, Clara V.,	Titusville, Mercer.
Wharton, Mary,	Titusville, Mercer.
Wigley, Laura,	Trenton, Mercer.
Zahn, Frances,	Newark, Essex.

# MODEL SCHOOL REGISTRY.

## HIGH SCHOOL DEPARTMENT.

### *Males.*

#### SENIOR CLASS.

<i>Name.</i>	<i>Residence.</i>
Axford, William H.....	Naughtright.
Briggs, Frankland O.....	Trenton.
Dilts, J. Howard.....	Ringoes.
Elmer, Arthur R. ....	Trenton.
Hilson, Cleaveland, Jr.....	Trenton.
Hutchinson, Alfred D.....	Trenton.
Ott, Harry W.....	Trenton.
Rickey, Carl H.....	Trenton.
Shreve, Harry W.....	Trenton.
Studdiford, Augustus.....	Lambertville.
Wallace, Ralph P.....	Chesterfield.
Wood, Samuel H.....	Trenton.

#### A CLASS.

Bateman, Morton.....	Port Norris.
Blackwell, Harry.....	Trenton.
Chamberlain, William J.....	Ottawa, Canada.
Cornell, V. A. Hartwell.....	Trenton.
Dale, Robert G.....	Trenton.
Dickinson, Philemon.....	Trenton.
Dorety, Philip J.....	Trenton.
Drake, John T.....	Chester.
Eastlack, Milton R.....	Trenton.
Easton, Roswell F.....	Princeton.
Henry, Clare M.....	Basking Ridge.
Hoffman, William.....	Stockton.
Hollingsworth, Frank.....	Scotch Plains.
Hurd, William.....	Dover.
Johnson, Alex. B.....	Lambertville.
Knight, C. Paul.....	Little York.

<i>Name.</i>	<i>Residence.</i>
Muirheid, John.....	South Amboy.
Morris, Levi H.....	Newton.
Poland, Rufus G.....	Maiden, Montana.
Rose, C. Reeseau.....	South Amboy.
Rue, John D.....	Allentown.
Skillman, Thomas J.....	Trenton.
Struble, Harry.....	Trenton.
Taylor, Horace G.....	Trenton.
Tharp, Roger S.....	Pattensburg.
Titus, William W.....	Trenton.
Welling, Jared W.....	Trenton.
Wilson, Allen R.....	Bordentown.
Worthington, Clifford A.....	Trenton.
Zandt, Fred. B.....	Jamesburg.

## B CLASS.

Allen, Henry W.....	New York City.
Bamford, William B.....	Trenton.
Brace, Fred. B.....	Trenton.
Buchanan, Malcolm G.....	Trenton.
Carr, Fred. J.....	Trenton.
Cauldwell, Howard.....	Trenton.
Clemons, Arthur A.....	Helmetta.
Cook, Raymond S.....	Trenton.
Cornell, Boyd A.....	Trenton.
Cornell, Gillian.....	Morrisville, Pa.
Crane, Horatio R.....	Papakating.
Duckworth, Milton.....	Pattensburg.
Ely, Ryke.....	Deans.
Evans, Samuel.....	Trenton.
Gandy, Chas. D.....	Trenton.
Harris, Arthur.....	Trenton.
Hill, Thomas C.....	Trenton.
Holcombe, Emley L.....	Lambertville.
Hollingsworth, Albert.....	Scotch Plains.
Johnson, Joseph P.....	Hightstown.
Jones, Samuel T.....	Califon.
Katzenbach, Edward.....	Trenton.
Long, Chas. F.....	New Hope, Pa.
Lowery, Robert J.....	Bernardsville.
Lull, Charles J.....	Annapolis, Md.
McKnight, Albert C.....	Philadelphia, Pa.
McCauley, James D.....	Glenmore.
Mount, Walter E.....	Robbinsville.
Roebling, Ferd. W.....	Trenton.

<i>Name.</i>	<i>Residence.</i>
Schoonover, Frank .....	Trenton.
Slack, Marshall D. ....	Yardley, Pa.
Solliday, Christopher F .....	Lambertville.
Solliday, Howard M. ....	Trenton.
Voorhees, Frank S. ....	Rocky Hill.
Wilkes, Paul E .....	Trenton.
Williamson, Wm. W. ....	Trenton.
Wright, Albert S. ....	Trenton.

## GRAMMAR SCHOOL DEPARTMENT.

## A CLASS.

Agnew, Robert P. ....	Titusville.
Buckman, Ashbel W. ....	Langhorne, Pa.
Boice, Archie E. ....	Griggstown.
Breese, James B. ....	Trenton.
Backus, Richard A. ....	Trenton.
Burton, James K. ....	Tullytown, Pa.
Burroughs, Harry F. ....	Trenton.
Camp, Charles W. ....	Trenton.
Clark, Howard .....	Trenton.
Coates, Charles P. ....	Chesterfield.
Crook, Arthur E. ....	Trenton.
Dickinson, Lynford M. ....	Trenton.
Fabian, George R. ....	Tullytown, Pa.
Glover, Charles P. ....	Trenton.
Guy, Harry E. ....	Holmdel.
Hilson, Hugh. ....	Trenton.
Hoes, John Paul. ....	Lambertville.
Howell, Cadwallader. ....	Trenton.
Jay, Douglass. ....	Trenton.
Kaczorowski, William J. ....	Trenton.
Lanning, Leonard. ....	Trenton.
Lindsay, John N. ....	Trenton.
Mackenzie, Egbert G. ....	Trenton.
Mingle, Frank A. ....	Marketon.
Porter, Roland G. ....	Trenton.
Reynolds, Albert C. ....	Wickford, R. I.
Rittenhouse, Edward. ....	Lambertville.
Schweizer, William .....	Trenton.
Sterling, Joseph S. ....	Trenton.
Studdiford, Douglass. ....	Lambertville.
Wallen, Seilly A. ....	Penn's Manor, Pa.
Webster, Samuel K. ....	Trenton.
West, Edgar L. ....	Hamilton Square.

<i>Name.</i>	<i>Residence.</i>
Wickoff, John B.....	Plainsboro.
Wilson, George B.....	Trenton.
Wolcott, Wilfred.....	Hamilton Square.
Young, Harry W.....	Trenton.

## B CLASS.

Anderson, Robert E.....	Trenton.
Bagley, Harry W.....	New York City.
Baker, James E.....	Millington.
Beasley, Mercer.....	Trenton.
Bellis, Alfred.....	Trenton.
Blanchard, Delphin.....	Rockaway.
Buckman, Williamson..	Trenton.
Burgess, William.....	Morrisville, Pa.
Banta, C. Roscoe.....	Trenton.
Britton, Raymond D..	Plainsboro.
Clancey, James F.....	Trenton.
Dahlgren, Winthrop..	Trenton.
Delaney, George.....	Trenton.
Dye, Samuel R.....	Trenton.
English, Walter B.....	Trenton.
Fine, William F.....	Trenton.
Gandy, Ferd. R.....	Trenton.
Hamill, Barker.....	Trenton.
Hewitt, Charles C.....	Trenton.
Howell, Fred. E.....	Trenton.
Hughes, Elmer W.....	Hamilton Square.
Jenkins, Weston.....	Trenton.
Kent, Morton M.....	Trenton.
Knowles, William.....	Trenton.
Lowenstein, Solomon A.....	Trenton.
MacCauley, Gordon.....	Glenmore.
May, Lawrence C.....	Trenton.
Mayer, Harry J.....	Hillcrest.
Middleton, Clarence R..	Jersey City.
Moon, Henry T.....	Morrisville, Pa.
Oliphant, John D.....	Trenton.
Pierson, Ellis L.....	Trenton.
Pope, John A.....	Trenton.
Renault, Florian.....	Egg Harbor City.
Rider, Charles J.....	Trenton.
Schultz, John A.....	Trenton.
Servis, Holmes.....	Trenton.
Stewart, Bayard.....	Trenton.

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<i>Name.</i>	<i>Residence.</i>
Stretch, Albert F.....	Trenton.
Surtees, Samuel J.....	Trenton.
Swing, Carl P.....	Lawrenceville.

## C CLASS.

Abbett, Leon.....	Trenton.
Aitkin, Elzey S.....	Trenton.
Baumgartner, Charles.....	Trenton.
Bellerjeau, William Y.....	Trenton.
Britton, John K.....	Trenton.
Bussom, Frank.....	Trenton.
Cadwallader, Lansing.....	Trenton.
Craft, Edmund.....	Trenton.
Crossley, George.....	Trenton.
Dolton, William K.....	Trenton.
Dunning, Ned.....	Trenton.
English, T. Claude.....	Trenton.
Green, William A.....	Trenton.
Green, William E.....	Trenton.
Jackson, Russell.....	Trenton.
Katzenbach, Hall.....	Trenton.
Katzenbach, Welling.....	Trenton.
Matlack, Vernon.....	Trenton.
Morse, Frank R.....	Trenton.
Muschert, William M.....	Trenton.
Packer, Donald G.....	Trenton.
Pope, Bentley.....	Trenton.
Reed, George.....	Mercerville.
Roebbing, Washington.....	Trenton.
Sands, Joseph H.....	Trenton.
Spilsbury, Raymond.....	Trenton.
Sutphin, Harry.....	Trenton.
Tams, Thomas W.....	Trenton.
Wilson, Harry R.....	Trenton.
Yardley, George W.....	Yardley, Pa.

## D CLASS.

Anderson, Richard.....	Trenton.
Bailey, Fred.....	Trenton.
Bodine, Joseph L.....	Trenton.
Brown, Harry.....	Trenton.
Burgess, Stewart.....	Morrisville, Pa.
Clayton, Walter.....	Trenton.
Cloke, Paul.....	Trenton.
Cooley, Walter.....	Trenton.

<i>Name.</i>	<i>Residence.</i>
Farley, Marcus .....	Trenton.
Fine, Joseph.....	Trenton.
Garrettson, Foster.....	Trenton.
Hewitt, Walburg.....	Trenton.
Howell, Roscoe.....	Trenton.
Jenkins, Donald.....	Trenton.
Jones, Alfred.....	Trenton.
Kennedy, Charles.....	Trenton.
Margerum, Herbert.....	Trenton.
Martindale, Willie.....	Trenton.
Martinette, Harry.....	Trenton.
MacCrellish, William.....	Trenton.
Moore, Marcus .....	Trenton.
O'Neill, Albert.....	Trenton.
Pidcock, Robert.....	Trenton.
Pitman, Earl.....	Trenton.
Randall, Lewis.....	Trenton.
Ronan, Howard.....	Trenton.
Scudder, Charles.....	Trenton.
Spilsbury, Persifor..	Trenton.
Stokes, Robert.....	Trenton.
Thomas, Albert.....	Trenton.
Throp, Russell.....	Trenton.
Titus, Welling.....	Trenton.
West, Harold.....	Trenton.
Whitehead, Russell.....	Trenton.
Witte, Fred.....	Trenton.
Young, James.....	Jamesburg.

## PRIMARY DEPARTMENT.

## FOURTH YEAR.

Baker, Fred. S.....	Trenton.
Baumgartner, Howard.....	Trenton.
Bates, John.....	Trenton.
Beasley, Carl.....	Trenton.
Bunting, Oscar L .....	Trenton.
Bunting, Plummer G.....	Trenton.
Dale, Ernest G.....	Trenton.
Davis, Arthur G.....	Trenton.
Deemer, Nelson H.....	Trenton.
Dickinson, Sackett.....	Trenton.
Donnelly, Richard A.....	Trenton.
Doyle, Arthur W.....	Trenton.
Green, Bayard M.....	Trenton.

<i>Name.</i>	<i>Residence.</i>
Green, Charles F .....	Trenton.
Hayes, James Leslie.. ....	Trenton.
Hilman, Le Roy A.....	Trenton.
Martinette, Peter S .....	Trenton.
Murphy, Daniel.. ....	Trenton.
O'Neill, Charles.. ....	Trenton.
Roche, John .....	Trenton.
Tompkins, Vinton D.....	Trenton.
Watson, John C. ....	Trenton.

## THIRD YEAR.

Binder, Walter.....	Trenton.
Carson, Leon.....	Trenton.
Cloason, F. Harvey.....	Trenton.
Cook, Elliott D.....	Trenton.
Garrettson, Otis D.....	Trenton.
McGregor, John H.....	Trenton.
Mordell, Fred. W.....	Trenton.
Phillips, James A.....	Trenton.
Phillips, Raymond.....	Trenton.
Schultz, Carl ....	Trenton.
Skillman, Charles.....	Trenton.

## SECOND YEAR.

Beasley, Jeffries.....	Trenton.
Burke, Louis L .....	Trenton.
Grant, Will.....	Trenton.
Healy, Robert.....	Trenton.
Longstreth, Leo.....	Trenton.
Skellenger, Burtis .....	Trenton.
Simmons, Willard .....	Trenton.

## FIRST YEAR.

Barker, Albert.....	Trenton.
Burd, Harry.....	Trenton.
Clark, John S. ....	Trenton.
Crook, Thomas.....	Trenton.
Demmert, Howard.....	Trenton.
Farley, Le Roy.....	Trenton.
Fell, Scott.. ....	Trenton.
Germain, Leon.....	Trenton.
Hooper, John J.....	Trenton.
Howell, Edmund.....	Trenton.
Hurley, Charlie... ..	Trenton.



<i>Name.</i>	<i>Residence.</i>
Lanning, Kennith.....	Trenton.
MacGuire, F. Raum.....	Trenton.
Mountford, Fred.....	Trenton.
Myers, Mercer.....	Trenton.
Neale, Chas. Ewing.....	Trenton.
Oliphant, Ned.....	Trenton.
Simon, Leonard.....	Trenton.
Stryker, Bradford.....	Trenton.

## SUMMARY.

Whole number enrolled during the year .....	282
Number enrolled the First Quarter....	252
Number enrolled the Second Quarter.....	256
Number enrolled the Third Quarter.....	269
Number enrolled the Fourth Quarter.....	253
Average number enrolled per quarter.....	257

## HIGH SCHOOL DEPARTMENT.

*Females.*

## SENIOR CLASS.

Allen, Gertrude C.....	Greensborough, N. C.
Burwell, Edith Irene.....	New Brunswick.
Crouch, Mabel S.....	Trenton.
Ege, Ida S.....	Hopewell.
Ely, C. Gertrude.....	Lambertville.
Hendrickson, Helen E.....	Trenton.
Howell, Mabel W.....	Morrisville, Pa.
Leonard, Edith M.....	Atlantic Highlands.
Margerum, Sara D.....	Morrisville, Pa.
Marshall, Helen S.....	Trenton.
Moore, Laura W.....	Trenton.
Pullen, Isabel V.....	Trenton.
Spencer, Elizabeth C.....	New Brunswick.
Studdiford, Jannetta G.....	Lambertville.
Summerill, Emma R.....	Penns Grove.
Thomas, Meta H.....	Trenton.
Voorhees, Blanche A .....	Del. Water Gap, Pa.

## A CLASS.

Bolte, Mary.....	Atlantic City.
Brokaw, Ida Belle.....	Dutch Neck.
Buchanan, Mary F .....	Trenton.

<i>Name.</i>	<i>Residence.</i>
Camp, Bessie A.....	Crosswicks.
Camp, Emma G.....	Crosswicks.
Chamberlin, Mary.....	Brooklyn, N. Y.
Glover, Annie A.....	Trenton.
Johnson, Ellie B.....	Buckmanville, Pa.
Naylor, Gertrude C.....	Lambertville.
Scudder, Lillian C.....	Trenton.
Titus, Mary Belle.....	Glenmore.
Woodruff, Ida W.....	Trenton.

## B CLASS.

Barwis, Mary A.....	Trenton.
Berry, Marion H.....	Upper Montclair.
Bloom, Minerva A.....	Philadelphia, Pa.
Brodhead, Mary B.....	Del. Water Gap, Pa.
Budd, May H.....	Chester.
Coleman, Mary.....	Trenton.
Crisp, Hattie.....	Trenton.
Crisp, Katherine B.....	Trenton.
Dixon, Marion.....	Trenton.
Du Clos, Francoise M.....	Highland Park.
English, Mary R.....	Trenton.
Faussett, Cora M.....	Trenton.
Fetter, Clara.....	Hopewell.
Godfrey, Ruth.....	Stewartsville.
Griggs, Bessie R.....	Franklin Park.
Hendrickson, Etta R.....	Trenton.
Holcombe, Osie.....	Hopewell.
Leeds, Cora H.....	Trenton.
Lovett, Clara N.....	Penn Valley, Pa.
Maddock, Annie P.....	Trenton.
Moyer, Emily A.....	Trenton.
Moore, Minnie G.....	Bramwell, Va.
Murphy, Anna.....	Trenton.
Packer, Edith C.....	Trenton.
Potts, Mabel.....	Trenton.
Reed, Ella.....	Hopewell.
Shurtz, Florence C.....	Frenchtown.
Slack, Bertha B.....	Trenton.
Snyder, Pearl H.....	Wilkesbarre, Pa.
Sterling, S. Elizabeth.....	Trenton.
Taylor, Lucie C.....	Morrisville, Pa.
Taylor, Stella.....	Trenton.
Thomas, Mary L.....	Trenton.
Vanderbilt, Mabel T.....	Princeton.

<i>Name.</i>	<i>Residence.</i>
Waite, Fredreca K.....	Metuchen.
Wherry, Edith M.....	Trenton.
White, Helen E.....	Yardley, Pa.
Yardley, Anna W.....	Yardley, Pa.

## GRAMMAR SCHOOL DEPARTMENT.

## A CLASS.

Berry, Mary C.....	Trenton.
Brodhead, Helen A.....	Del. Water Gap, Pa.
Brunyate, Josephine.....	Trenton.
Carpenter, Emma.....	Rahway.
Chaffee, Mary C. R.....	Chesterfield.
Chambers, Grace.....	Trenton.
Curtis, Ethel E.....	Trenton.
Dalton, Adele.....	Trenton.
Fisher, Maud V.....	Stockton.
Ford, Helen R.....	Crosswicks.
Furman, Kate M.....	Trenton.
Green, Lucile.....	Trenton.
Hayes, Martha F.....	Trenton.
Hendrickson, May B.....	Morrisville, Pa.
Hendrickson, Rebecca.....	Davis.
Hoffman, Florence M.....	Titusville.
Hoffman, Katherine.....	Englishtown.
Johnson, Bessie.....	Trenton.
Kymer, L. Bessie.....	Wykertown.
La Rue, Elizabeth E.....	Trenton.
MacCrellish, Bessie.....	Trenton.
McMurtrie, Elizabeth.....	Belvidere.
Moon, Rachel W.....	Morrisville, Pa.
Moore, Maud W.....	Trenton.
Oliphant, Mary C.....	Trenton.
Osmund, Carrie E.....	Bordentown.
Pidcock, Bessie M.....	White House Station.
Quigley, Iva P.....	Orange.
Quigley, Lillian H.....	Orange.
Rogers, Ada M.....	Trenton.
Schomp, M. Augusta.....	Harlingen.
Smith, Julia E.....	Trenton.
Stadlinger, Rosa.....	Deans.
Swift, Jennie M.....	Bordentown.
Ten Eyck, Helen.....	Somerville.
Weber, Florence B.....	Ringoes.
White, Sarah M.....	Penn Valley, Pa.
Wood, Mary R.....	Trenton.

# STATE NORMAL SCHOOL REPORT.

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<i>Name.</i>	<i>B CLASS.</i>	<i>Residence.</i>
Almer, Allie F.....		Danville.
Armstrong, Jennie B.....		Ewingville.
Ash, Bessie.....		Trenton.
Barker, Esther A.....		Trenton.
Brokaw, Charlotte.....		Trenton.
Brokaw, Leila.....		Plainville.
Browne, Gertrude.....		Trenton.
Cozzena, Jennie D.....		Spottawood.
Crossley, Alicia B.....		Trenton.
Creagar, Martie J.....		Trenton.
Creveling, Lizzie.....		Trenton.
D'Arcus, Jennie.....		Trenton.
Dawes, Lillian.....		Imlaystown.
Davison, Emily.....		Manasquan.
Delaney, Maria I. J.....		Trenton.
Dye, Juliet F.....		Trenton.
Field, Lizzie M.....		North Branch.
Fischer, Carrie R.....		Trenton.
Fritz, Stella.....		Trenton.
Garretson, Gertrude M.....		Trenton.
Garwood, Mabel.....		Trenton.
Glover, Sophie D.....		Trenton.
Green, Sarah A.....		Trenton.
Haines, Julia P.....		Trenton.
Haley, Mary C.....		Camden.
Hartshorne, Lavinia M.....		Trenton.
Hatfield, Dorothy E.....		Trenton.
Hayes, F. Evelyn.....		Trenton.
Hendricks, Amy E.....		New York City, N. Y.
Hendrickson, Clara May.....		Trenton.
Herron, Mary.....		Bordentown.
Hogland, Mary E.....		Harlingen.
Howard, Edith P.....		Trenton.
Howard, Kate.....		Trenton.
Howell, Agnes W.....		Trenton Junction.
Howell, Mary K.....		Trenton.
Hutchinson, Maud H.....		Lawrence Station.
Kerr, Hattie B.....		Trenton.
MacCrellish, Belle.....		Trenton.
Maddock, Isabel M.....		Trenton.
Margerum, Fanny G. R.....		Trenton.
Martin, Catherine M.....		Trenton.
Martin, Mary C.....		Trenton.
Mason, Martha.....		Slackwood.
McCoy, May.....		Trenton.

<i>Name.</i>	<i>Residence.</i>
McGovern, Katherine T.....	Trenton.
Mellor, Mabel.....	Trenton.
Miller, Stella.....	Milford.
Mitchell, Elizabeth C.....	Trenton.
Moser, Lena M.....	Trenton.
Nevius, Kate S.....	Somerville.
Oliver, Harriette M.....	Mendham.
Packer, Martha M.....	Trenton.
Payran, Irene M.....	Trenton.
Payran, Olivia F.....	Trenton.
Rawson, Emily .....	Trenton.
Reeder, Nellie T. ....	Trenton.
Rowland, Grace.....	Dayton.
Scarborough, Kate.....	Morrisville, Pa.
Schroch, Margaret.....	Trenton.
Scott, Dora.....	Trenton.
Silvers, Susie.....	Trenton.
Smock, Clara B.....	Trenton.
Sterling, Bertha.....	Morrisville, Pa.
Street, Carrie M.....	Trenton.
Tams, Mary E.....	Trenton.
Taylor, Della I .....	Trenton.
Umpleby, Mary.....	Trenton.
Vandewater, Elsie R.....	Trenton.
Van Pelt, Flora.....	Hopewell.
Vogel, Hannah.....	Trenton.
Vought, Ida Frances.....	Trenton.
Wallis, Freda L. E.....	Trenton.
Warne, Maggie V.....	Broadway.
Warner, Bessie S.....	Trenton.
Watson, Margaret H.....	Trenton.
Weatherby, Gertrude.....	Millville.
Weatherby, Olivia.....	Trenton.
Welling, Margaret W.....	Trenton.
West, Rebecca A.....	Groveville.
Wigley, Laura.....	Trenton.
Williams, Mary J.....	Trenton.
Winkler, Alice H.....	Trenton.
Wright, Lillian.....	Masonville.
Yard, Ella B.....	Robbinsville.

## C CLASS.

Arend, Christina.....	Deutzville.
Armstrong, Hattie.....	Yardville.
Barlow, Lillie.....	Trenton.

<i>Name.</i>	<i>Residence.</i>
Bowers, Lillian J.....	Trenton.
Brennan, Amelia C.....	Trenton.
Bunting, Mary H.....	Trenton.
Buckman, Mabel.....	Penn Valley.
Craven, Jennie.....	Sayreville.
Coleman, Helen.....	Trenton.
Demmert, Viola B.....	Trenton.
Fitzpatrick, Lucy .....	Trenton.
Gilbert, Lizzie.....	Trenton.
Harris, Helen J.....	Trenton.
Hartshorn, Anna N.....	Trenton.
Hinman, Mary I.....	Trenton.
Johnston, Fannie H.....	Trenton.
Lowenstein, Hortense.....	Trenton.
Magowan, Florence.....	Trenton.
Magowan, Orilla.....	Trenton.
Martinette, Louise M.....	Trenton.
Matlack, Clara L.....	Haddon Heights.
Miller, Carrie.....	Milford.
Maher, Mary.....	Trenton.
Pickell, Anna Mary.....	White House Station.
Probasco, Clara H.....	Clinton.
Rawkes, Helen.....	Ridgefield Park.
Shepherd, Genevieve.....	Trenton.
Skillman, Ethel.....	Trenton.
Strauss, Clara.....	Trenton.
Steepe, May.....	Trenton.
Stradling, M. Daisy.....	Bristol, Pa.
Titus, Leila R.....	Trenton.
Wallen, Eva.....	Penn's Manor, Pa.
Weatherby, Allethia B.....	Trenton.
Whitehead, Bertha.....	Trenton.
Witte, Mabel.....	Trenton.

## D CLASS.

Backus, Maud.....	Trenton.
Bailey, Maggie.....	Trenton.
Beasley, Catherine A.....	Trenton.
Bodine, Helen V.....	Trenton.
Burgess, Clara.....	Trenton.
Cook, Ella B.....	Trenton.
Curtis, May R.....	Trenton.
Donnelly, Susie C.....	Trenton.
Drake, Minnie.....	Chester.
Dye, Helen.....	Trenton.
Glover, Mattie.....	Trenton.

<i>Name.</i>	<i>Residence.</i>
Gummere, Elizabeth.....	Trenton.
Hall, Katherine J.....	Trenton.
Hickman, Julia E.....	Trenton.
Handley, Pauline L.....	Trenton.
Macpherson, Helen.....	Trenton.
Mains, Allie.....	Trenton.
May, Cassandra.....	Trenton.
May, Edna M.....	Trenton.
Oliphant, Haddie D.....	Trenton.
Phillips, Alvena M.....	Trenton.
Skirm, Bessie P.....	Trenton.
Stull, Julia C.....	Trenton.
Walker, Meta L.....	Trenton.
Wayman, Ella L.....	Trenton.
Welling, Fannie.....	Trenton.
Woolston, Clara A.....	Pemberton.
Wright, Florence T.....	Trenton.
Yard, Clara M.....	Trenton.

## PRIMARY DEPARTMENT.

## FOURTH YEAR.

Berry, Magdalen.....	Trenton.
Burd, Lucy H.....	Trenton.
Byrns, Mayme F.....	Trenton.
Curtis, Janet F.....	Trenton.
Deutz, Alice J.....	Trenton.
English, Anna M.....	Trenton.
Gummere, Frances H.....	Trenton.
Howell, Cornelia C.....	Trenton.
Hunt, Andarena S.....	Trenton.
Magowan, Allene E.....	Trenton.
Noble, Cornelia S.....	Trenton.
Stout, Edith R.....	Trenton.
Tams, Eugenia M.....	Trenton.
Tantum, Margaret W.....	Trenton.

## THIRD YEAR.

Alpaugh, Margery S.....	Trenton.
Beal, Ethel.....	Trenton.
Carr, Julia B.....	Trenton.
Fine, Bessie.....	Trenton.
Johnson, Bertha S.....	Trenton.
Myers, Hazel F.....	Trenton.
Robbins, Susie B.....	Trenton.
Wilson, Helen.....	Trenton.

# STATE NORMAL SCHOOL REPORT.

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## SECOND YEAR.

<i>Name.</i>	<i>Residence.</i>
Alpaugh, Emily.....	Trenton.
Beasley, Emily.....	Trenton.
Cantwell, Alice.....	Trenton.
Clemmer, Lizzie.....	Trenton.
Harlow, Anna.....	Trenton.
Levy, Helen R .....	Trenton.
Macpherson, Emma G.....	Trenton.
McGregor, Maud E.....	Trenton.
Pitman, Adalena.....	Trenton.
Witte, Helen R.....	Trenton.
Yerkes, Rachel.....	Trenton.

## FIRST YEAR.

Apgar, Mildred .....	Trenton.
Bowne, Alice R.....	Trenton.
Britton, Romona.....	Trenton.
Fell, Reba.....	Trenton.
Kennedy, Margaret.....	Trenton.
Lee, Mabel.....	Trenton.
Loveland, Maud.....	Trenton.
Middleton, Hanna.....	Trenton.
Moreland, Hazel.....	Trenton.
Moreland, Mabel.....	Trenton.
Mumper, Alice.....	Trenton.
Pope, Lottie.....	Trenton.
Stapler, Adele.....	Trenton.
Stokes, Carrie.....	Trenton.
Tompkins, Dorothy.....	Trenton.
West, Florence.....	Trenton.
White, Mary.....	Trenton.

## SUMMARY.

Whole number enrolled during the year.....	305
Number enrolled the First Quarter.....	266
Number enrolled the Second-Quarter.....	268
Number enrolled the Third Quarter.....	261
Number enrolled the Fourth Quarter.....	250
Average Number enrolled per quarter.....	261





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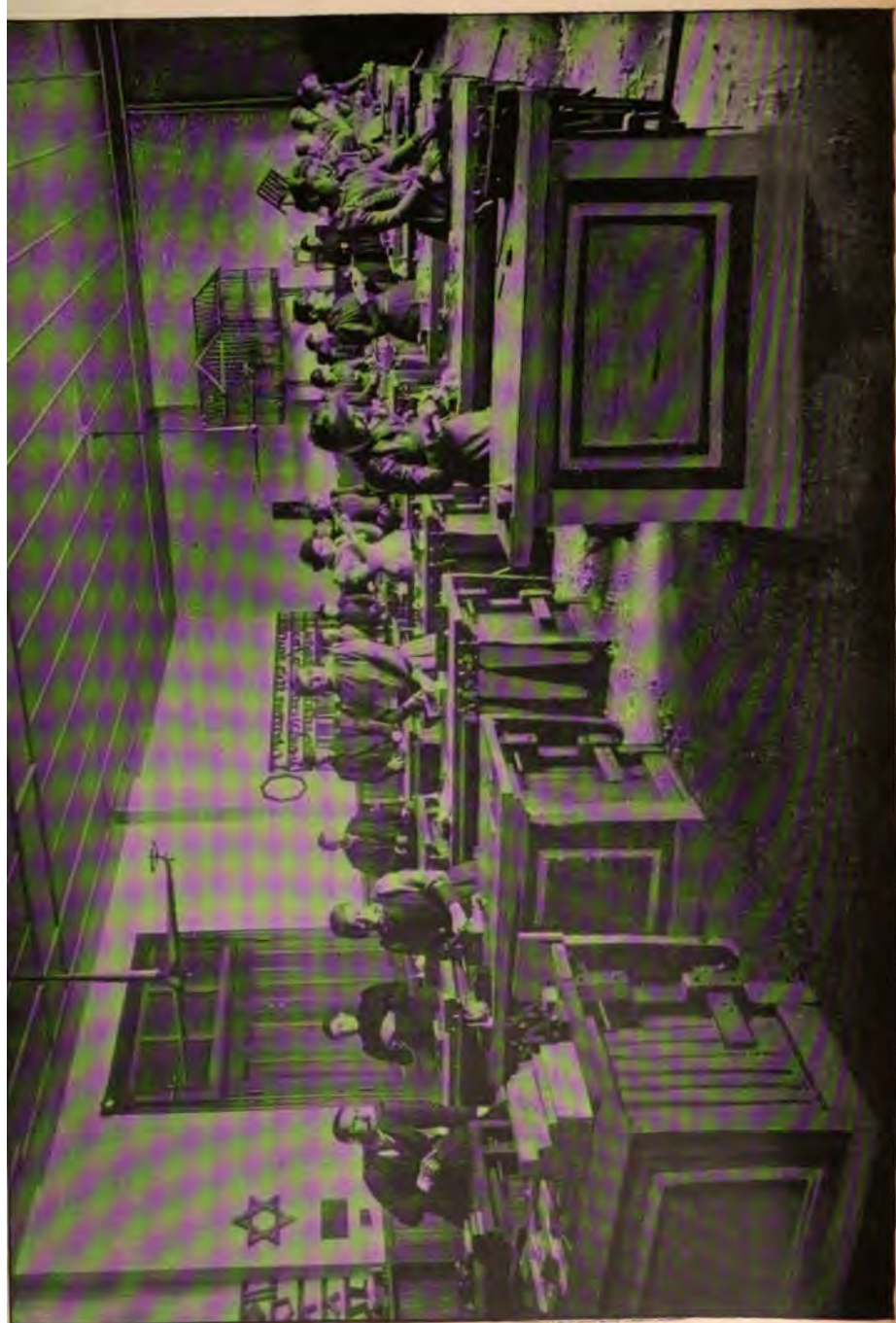
# MANUAL.

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## NORMAL SCHOOL FACULTY.

---

JAMES M. GREEN, PH.D., PRINCIPAL,  
*Instructor in Science of Education.*

---

AUSTIN C. APGAR, VICE PRINCIPAL,  
*Instructor in Botany and Zoology.*

---

WILLIAM N. MUMPER, PH.D.,  
*Instructor in Physics and Chemistry.*

---

AMELIA COOPER HEWITT,  
*Assistant Instructor in Chemistry.*

---

MRS. PHEBE E. DINSMORE,  
*Preceptress, Girls' Hall.*

---

EDITH M. LUTHER, B A.,  
*Instructor in English.*

---

DICKERSON H. FARLEY,  
*Instructor in Penmanship and Bookkeeping.*

---

ELIAS F. CARR, PH.D.,  
*Instructor in Higher Mathematics and History of Education.*

---

MARY C. FIELD,  
*Instructor in Drawing.*

M. VIRGINIA FOGLE,

*Training Teacher and Instructor in Theory and Practice of Teaching.*

---

LILLIE A. WILLIAMS,

*Instructor in Psychology.*

---

CAROLINE McGUIRE,

*Instructor in Reading and English.*

---

KATE D. STOUT,

*Instructor in History.*

---

SUSAN A. REILLY,

*Instructor in Geography.*

---

LAURA C. JOHNSON,

*Instructor in Vocal Music.*

---

ALFRED S. BRACE,

*Instructor in Piano and Vocal Solo Music.*

---

H. B. BOICE, M.D.,

*Instructor in Physiology and Director in the Gymnasium.*

---

CHARLES A. BURT, B.S.,

*Instructor in Manual Training and Preceptor in Boys' Hall.*

---

FRANK H. SCOBAY,

*Instructor in Algebra and Arithmetic.*

---

BERTHA E. BLAKELY, B.L.,

*Librarian.*

## MODEL SCHOOL FACULTY.

---

OLIVER C. MORDORF, M.A.,  
SUPERVISOR IN HIGH AND GRAMMAR DEPARTMENTS,  
*Instructor in Latin and Mathematics.*

---

SARAH Y. ELY,  
SUPERVISOR IN HIGH AND GRAMMAR DEPARTMENTS,  
*Instructor in Mathematics.*

---

RENA T. MERWIN,  
SUPERVISOR IN PRIMARY DEPARTMENT,  
*Instructor in D Grade.*

---

FRANK H. SCOBEEY,  
*Instructor in Mathematics.*

---

ELIZABETH B. JOHNSON,  
*Instructor in English Grammar.*

---

JOHN C. LEACH, B.A.,  
*Instructor in Latin and Greek.*

---

MELINA A. BOSWORTH,  
*Instructor in History and Rhetoric.*



ALICE L. BREWSTER, B.A.,  
*Instructor in Literature and History.*

---

DICKERSON H. FARLEY,  
*Instructor in Penmanship and Bookkeeping.*

---

MARGARET B. PARKER,  
*Instructor in Drawing.*

---

M. LILIAN NEWMAN,  
*Instructor in Geography.*

---

JOSEPHINE CARLL,  
*Instructor in Geography and Arithmetic.*

---

LAURA C. JOHNSON,  
*Instructor in Vocal Music.*

---

CAROLINE McGUIRE,  
*Instructor in Reading and English.*

---

JULIA B. DENNIS,  
*Instructor in German and Arithmetic.*

---

BERCY A. HUMPHREY,  
*Instructor in Reading and Elementary Science.*

ELIZABETH STOCKTON,  
*Instructor in Grammar D.*

---

MERCY A. PEARSON,  
*Instructor in A Primary.*

---

MARY B. EASTBURN,  
*Instructor in B Primary.*

---

MAY ROBBINS,  
*Instructor in C Primary.*

---

FREDERICK J. GERMAIN,  
*Instructor in French.*

---

ALFRED S. BRACE,  
*Instructor in Piano and Vocal Solo Music.*

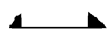
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H. B. BOICE, M.D.,  
*Instructor in Physiology and Director in Gymnasium.*

---

CHARLES A. BURT, B.S.,  
*Instructor in Manual Training.*

4. 2. 1950



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# THE NORMAL SCHOOL.

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## REGULATIONS.

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### Conditions of Admission.

1. Applicants must be at least sixteen years of age, and of unquestionable moral character.

2. They must be in good bodily health, and able to sustain a good examination in Orthography, Reading, Arithmetic, Geography and Grammar.

3. They must, unless they prefer to pay tuition, declare their intention to teach in the public schools of this State for at least two years, by signing the following declaration and agreement: "The undersigned, having been admitted as pupils in the New Jersey State Normal School, hereby declare that it is their intention to engage in the employment of teachers in the public schools of this State for at least two years, and that their object in resorting to this school is the better to qualify themselves for that responsible duty. The undersigned also hereby agree to report themselves semi-annually, in writing, for the aforesaid period of two years, to the Principal of the State Normal School, in case they enjoy its privileges for one term or more."

Persons may be admitted without examination on presenting teachers' licenses, school diplomas or superintendent's certificates, testifying to their having completed, in a satisfactory manner, the following subjects, namely: Reading—The ability to read intelligently selections in prose and poetry from the best English authors. Orthography—Spelling with average correctness the words in common usage: Diacritical Marks. Penmanship—Writing a clear and legible hand. Arithmetic—Through Percentage with its most important applications, also Square Root. Geography—Elementary Physical and Political of each of the Continents. English Grammar—Parts of Speech, with their inflections and modifications; Analysis of sentences and short paragraphs; Punctuation. United States History—Important topics. Bookkeeping—Elementary forms of Single and Double Entry. Physiology and Hygiene—Elementary principles. Algebra—to Quadratics or Plane Geometry.

Graduates of High Schools, on the "Approved List," are admitted to the second year of the course without examination on presentation of their diplomas. All other applicants must be examined.

### Examinations for Admission.

New classes begin in September and February.

Examinations for admission are held on the first two days of each term. It is especially desirable that candidates be admitted at these times.

Persons desiring to enter the Normal School after the date of the opening of the regular examinations for admission, can do so only on condition of having a date of entrance fixed by the Principal, and paying the sum of five dollars for the special examination. Not more than two dates for special examinations will be fixed during any one term of five months.

The examinations are conducted by the Faculty, and are in writing. A general average of seventy per cent. is required for admission. Applicants for the B grade are examined in Orthography; Reading; Practical Arithmetic, equivalent to Wentworth's Grammar School Arithmetic; Geography, Natural Features, General Physical and Political Facts of the Continents and the United States; Grammar, Parts of Speech, Simple Analysis and Parsing.

Applicants for any advanced standing in the course must, in the work preceding that point, pass such an examination as will warrant the Faculty in certifying that they are prepared to teach up to that point.

### Method.

The teaching in the Normal is professional so far as circumstances will permit. The students are instructed not only in the theory of teaching, but also in the application of the theory to the common school branches. This instruction involves a thorough knowledge of the common school branches, a knowledge of mind, and a knowledge of how to present subject-matter so as to conform to the various stages of mental development.

To promote this three-fold knowledge the academic side of the work is planned, so far as practicable, as it should be in a regular academic school, the reason for this particular plan given, this reason involving method.

In English Grammar the instruction aims not only to teach correct language, but to encourage its practice by a liberal use of extracts from the best authors for analysis and study. The plan includes a course of lessons arranged according to the logical dependence of the truths taught, connected work in composition and recitation, and three species of analysis.

The first analysis considers the sentence as a unit, and shows the office of the words in the expression of thought; the second, having the same unit, shows the grammatical construction of the sentence, and the classification and relation of the words; the third, having the theme as the unit, shows the relation and value of the consecutive sentences and paragraphs of the finished production. Each succeeding lesson is based upon preceding work, and the composition of sentences of all varieties and in longer exercises is required.

In Psychology the instruction seeks to promote the highest mental development of the students, and to give a clear and accurate knowledge of the general laws and functions of the human mind. Special attention is given to the order of mental development, and to the application of psychological laws to the mastery and presentation of knowledge. The aim is to guide the best use of the student's own powers, to inculcate the intellectual sympathy indispensable to successful instruction, and to show the relation and adaptation of knowledge to the various stages of the mind's development.

In History the "Seminary Method" is used, so far as means are at hand. The student is introduced, so far as possible, to the originals in art, government, literature, &c.; by a series of questions the picture of the original is developed in the mind, and the comparison made between that and the present.

The philosophy of Arithmetic is made prominent in its analytical, synthetical and comparative functions. The method pursued looks to the development of rules by close reasoning upon the given data. The *why*, rather than the *how*, is made of paramount importance. Special attention is given to primary work.

In Algebra, stress is laid upon the logical arrangement of subject-matter, proposition, corollary, scolium, &c., being clearly discriminated. The aim is to train the mind to methods of reasoning rather than in mere methods of operating.

In Geometry the student is placed within the field of discovery, and, with a reasonable amount of suggestion, is asked to find out for himself the consecutive steps on the road to his conclusion.

In Geography the aim is to form in the mind of the student a good picture of the relief of a country, and make that picture the basis of his geographical conclusions.

In the Natural Sciences students are called upon to perform the experiments themselves, rather than merely witness them performed by the instructor.

The work in Drawing is related not only to the essentials in art, but also in industries.

In Elocution, attention is given not simply to correct enunciation, articulation, interpretation, &c., but also to correct bearing and manner.

In Penmanship, movement precedes form in the early instruction.

In Theory and Practice, and in the History and Science of Education, great care is given to the comparison of methods, not only in teaching, but in school organization and government.

In Physical Culture the basis is special work and instruction in hygiene for the individual, depending on the student's physical history and on such a physical examination as is necessary to prescribe for individual needs. In general, the work is hygienic, educative and technical.

The primary object is, by regular general exercises, to promote as far as may be the student's own health, that mental power may be at the maxi-



mum. These exercises are, secondly, of a nature to improve the carriage and physique and to make the body the ready servant of the will. The agents relied upon are military marching, free-hand exercises, exercises with light dumb-bells, wands, Indian clubs and chest weights. Finally, the intention is to give the student a certain amount of drill in exercises which can be used in schools where appliances are not at hand, the bearing of these exercises upon the health, physique and bodily control being brought out during the course in Physiology.

In Manual Training the aim is to develop the inventive, constructive and executive powers of the mind, and train the eye and hand. The student is taught the use of tools and their care, the nature of woods, their strength and treatment, the elementary principles of construction, finishing, &c. One feature of the application of these principles is made in constructing apparatus in the department of natural sciences.

### Course of Study.

The Course of Study for the Normal School extends through three years of two terms each. The work of the first year is formative in character, designed for such students as have been over it, but not in the thorough and disciplinary manner necessary to those who are to be teachers. While the work of this year cannot be said to be strictly professional, it is made necessary by the conditions of our State, and being taught by the regular Normal teachers, it becomes in a peculiar way preparatory to the strictly professional work of the years to follow.

The work of the second and third years is strictly professional. While Arithmetic, Grammar, Geography, United States History, &c., are again taken up in these years, they are considered fundamentally, in the light of method, or how to teach.

While in presenting the method in some of the higher branches more connected and extended attention is given to the text matter than is given in some of the lower branches, owing to the former's having been less taught elsewhere, yet the "how to teach" is kept constantly present to the mind.

The professional subjects—Psychology, Theory and Practice, the History and Science of Education—are pursued, accompanied by Practice Teaching, extending over two years.

The Practice Teaching is so arranged that experience in teaching is given to each student in each of the common branches. This experience consists in observing the regular teacher, preparing plans for teaching, subject to the approval of the critic teacher, and actually teaching, both in the presence and absence of the regular teacher.

The following are the studies of the respective years. In each branch there are five forty-minute recitations per week, or the equivalent. Each study extends through the year, unless otherwise specified:

**B.**

Geography, Physical and Political.

Grammar, with Composition.

Practical Arithmetic.

United States History, with Constitution.

Penmanship and Bookkeeping.

Industrial Drawing and Vocal Music, each the equivalent of one term.

Elocution, with Orthography and Declamation.

**A.**

Psychology. Theory and Practice, one term.

Methods in the Elementary Branches.

Practice, one term.

Zoölogy, one term.

Botany, one term.

Algebra. Drawing. Rhetoric, one term.

**SENIOR.**

Elementary Physics.

Elementary Chemistry, with Mineralogy.

Geometry, first five books.

Literature, one term.

Outline History, one term.

History and Science of Education.

Practice Teaching, two periods a day.

Manual Training.

Physical Training, throughout the course.

The Principal is authorized to exercise the rule of equivalents to favor anyone desiring to be a specialist in any line of work.

**Diploma.**

The diploma of the institution and a second-grade State certificate for teaching are, upon graduation, awarded to all pupils who have given satisfactory evidence in the Practice Teaching, of their ability, both in teaching and disciplining.

The second-grade State certificate is a license good to teach in any of the schools of the State for ten years, and is renewable for life, without examination, after five years.

**Model Course of Study.**

The Model Course of Study ranges from the primary work to preparation for college, business or the drawing-room. Students can, by the passing of a satisfactory examination on the preceding work, enter any grade, and at any time of the year, though it is desirable that they enter at the beginning.

The course is divided into three departments—the Primary, extending over four years; the Grammar, extending over four years, and the High School, extending over four years.

The effort in the Model is to make the work of the most approved character, that it may serve as a pattern to the Normal pupils, as was the intent of its founders.

The subject-matter is first presented in the concrete and then graded off toward the abstract, as the development of the pupil will permit.

The observation lessons aim, by the use of familiar objects, to start the pupils in a train of collection and observation that will prepare the way and lead up to the formal study of the Natural Sciences.

The work of the Primary Course, though printed quite fully, is yet suggestive. This work adopts the principles of the great educational reformers, Comenius, Pestalozzi and Froebel; it places the idea before the representative of the idea, things before words. Numbers are taught before figures, which are otherwise meaningless characters. The idea is taught before the word or letter, these representatives being otherwise mere sounds and characters unaccompanied by any intelligence.

While this method does not lead the child quite as quickly as the old method to the use of letters and figures, in a given length of time he is found to have achieved much greater advancement in real knowledge and mental development.

The Course in the Model may be said to represent the practice of which the Normal is the theory, the two working in harmony.

### Primary.

#### FIRST YEAR—LANGUAGE.

##### Oral Work.

##### I. Technical Work.

By use of objects, occasion correct expression and drill upon it until its use becomes habitual.

- a. Name objects.
- b. Name qualities of objects.
- c. Name parts of objects.
- d. Name position of objects.

Verbs to be used: see, saw; throw, threw; sit, sat; eat, ate; give, gave; take, took; shake, shook; sing, sang; ring, rang; run, ran; write, wrote.

NOTE.—These lessons are to be characterized by freedom.

##### II. Description of Objects.

##### a. Plants.

Plants are taken in the spring time. Let children plant seeds.

Watch growth. Draw pictures to show stages of development.

Name parts of plants. Do not attempt classification.

**b. Animals.**

Select familiar animals. Name parts and uses of parts.

Adaptation of parts to uses. Habits.

Home. Adaptation to home.

Uses of animal.

**c. Pictures.**

Work with picture large enough to be studied by class or provide each child with picture.

Children tell anything they see. Teacher lead them to see all.

Have these statements woven into a complete, orderly description.

**III. Narration.****1. Myths.****2. Fairy Stories.****3. Stories from American History or Literature, as—**

The story of Esquimaux life.

a. Story told by teacher aided by pictures, dressed dolls, sand mouldings and specimen articles used by the Esquimaux.

b. Children express ideas gained, orally, by sewing, drawing, moulding in sand and by clay-modeling.

**c. Songs, such as—**

The North Wind.

Jack Frost.

**d. Poems.****e. Stories.**

Read and tell stories selected from Seven Little Sisters, St. Nicholas, Harper's Young People and other juvenile magazines.

**f. Build model of Esquimaux village.****Written Work.****I. Copying.**

1. Copy sentences taken from reading and from language lessons.

2. Copy questions from blackboard.

3. Copy their own names.

4. Copy name of school.

5. Copy heading for all written work.

6. Copy lists of words.

7. Copy date.

8. Copy elliptical sentences. Children fill in omitted words.

Sentences to be copied should be written in spaces and standard letter-forms should be used.

**II. Dictation.**

During last half of year children write sentences dictated by teacher. Dictation should follow work in copying.

**III. Original Work.**

Children write short sentences under direction of teacher.

In this grade children learn—

1. Use of capital at beginning of sentences.
2. Capital to begin name of person.
3. Capital I.
4. Period and question marks.
5. Comma in the date.
6. Asking story.
7. Telling story.

**Reading.**

Ideas before words.

**I. Preparatory work.**

1. Informal language lessons.  
Use objects and pictures.
2. Form lessons (preparatory to distinguishing word and letter forms).  
Finding like forms.  
Association of form with picture of form.  
Finding like form pictures.  
Introduce word forms, letter forms, figure forms. Names not given.

**II. Reading script.**

Use blackboard from three to five months, or until children have a vocabulary of one hundred words.

Reading-matter consists of children's own statements, and is based upon their idiom, history, literature and observation work in language.

**III. Change from script to print.**

Continue script work.

**Geography.****I. Place Lessons.**

1. Position.
  - a. Illustrations of the use of place-words, as, on, over.
  - b. Connect with the work in form and color.
  - c. Apply in blackboard reading lessons.
  - d. Apply in description of pictures.
2. Direction.
  - a. Right hand, left hand.
  - b. Directions right, left, up, down, &c.
  - c. Cardinal directions.
  - d. Semi-cardinal directions.

## 3. Distance.

- a. Use of near, nearer, far, &c.
- b. Show necessity of having unit of measure.
- c. Develop clear concept of inch and foot.
- d. To use inch and foot in measuring.
- e. To connect with number work.

## II. Field Lessons.

## 1. Land.

- a. To recognize the prominent bodies.
- b. To recognize the prominent forms.
- c. To trace, mould and draw each feature.
- d. To note the characteristics of each feature.
- e. To recognize similar features in pictures.
- f. To use new words in blackboard reading lessons.

## 2. Water.

- a. To recognize the prominent bodies.
- b. To recognize the prominent forms.
- c. To trace, draw and mould each feature.
- d. To note the characteristics of each.
- e. To recognize similar features in pictures.
- f. To use new words in blackboard reading lessons.

## III. Weather.

1. To distinguish winds according to temperature.
2. To distinguish winds according to force.

## IV. Object Lessons.

1. Form.
2. Color.
3. Plants.
4. Animals.
5. Minerals.

**Number.**

Addition, subtraction, multiplication and division facts in numbers from 1 to 12.

Develop idea of half, third and fourth. Apply to known numbers.

Gill, pint, quart, inch, foot, square-inch, cubic-inch.

Figures. Addition and subtraction signs.

**Writing.**

Simple movement exercises.

1 4 7 6 9 5 3 2 8 0

i u w n m v x o a o o i s

l b h k f g y z t d p q

**Music.**

Imitation Lessons. Sounds 1 to 8. Individual and concert singing. Discover and pay particular attention to monotones. Note heads. Staff introduced. Much drill on lines and spaces. Children draw staves by imitation, from dictation, from memory. Place notes upon staff. Sing many exercises from staff made up of first three sounds—no skips. Gradual development of scale 1 to 4, 1 to 5. Exercises with seven-note cadences. Individual and concert work. Teach places of notes on key of C. Do is on the added line below, &c. Scale 1 to 6; full scale 1 to 8. Choir singing; solo singing; rote singing.

**Drawing.****FIRST HALF OF YEAR.**

Solids—

Sphere, cube, cylinder.

Tablets—

Circles, squares, oblongs.

Primary colors—

Yellow, red, blue.

Clay-modeling of type forms and objects similar to type forms.

Learning from tablets, stick-laying, cutting from colored paper for developing surfaces, making geometric figures and solids, and designing from tablets.

Learning position, pencil-holding, free-arm movement in drawing.

## SECOND HALF OF YEAR.

## Solids—

Square prism, R. A. T. prism, hemisphere.

## Tablets—

Circles, squares, oblongs, R. A. triangles, semi-circles.

## Secondary colors—

Orange, green, violet.

Clay-modeling of type forms and objects similar to type forms.

Learning from tablets, stick-laying, cutting from colored paper, for developing surfaces, making geometric figures and solids, and designing.

Drawing from dictation, from leaves and simple flowers; coloring same.

## Elementary Science.

See second year.

## SECOND YEAR.

## Language.

## Oral Work.

## 1. Stories.

- a. Indian and Japanese Life. Plan similar to that of first year.
- b. Other stories relating to Geography and Natural History work.
- c. Poems, The Brooklet, In the Wood, Days, Nights and Seasons, Seven Times One, How the Flowers Grow, &c.

## 2. Picture lessons should call for more extended and careful observation than the pictures used in previous year.

- a. Name objects.
- b. Name living objects.
- c. Lead by questions to logical order.
  - (a) Name central object. (b) Relate other objects to central object. (c) Give names of materials (of what are objects made). (d) Use of objects (this depends on kind of picture).

Give several successive lessons on same picture. Children reviewing old points before taking new ones. Recalling (picture out of sight). Tell story about picture, aided by questions.

## 3. Action Lessons. More complex, requiring closer attention, Teacher performs an action. Children tell of it in as many different ways as possible. Teacher performs two actions. Children describe, using "and." Teacher performs more than two actions. Children tell what she did, using only one "and."



## 4. Conversational Lessons.

- a. Plants—parts of plant, root, stem, leaves, bud, flower, fruit; names of various plants; children bring plants. Shape of leaf, name of parts, petiole, blade, margin, midrib, veins.
- b. Human Body—Organs of sense.
- c. Animals—Habits (tell stories); name parts; study parts; comparison.

5. Occasion use of is, are, was, were, shall, will, may, can, might, ought, could, would, should, which; I saw, I have seen. Common adverbs—quickly, slowly, &c.

## Written Work.

## I. Copying.

1. Copy sentences from reading and from language lessons.
2. Copy question and answer about a picture.
3. Copy sentences containing words alike in pronunciation but different in spelling.
4. Copy elliptical sentences. Children fill in blanks.
5. Copy sentence containing a comma to separate the name of address at beginning of sentence from the rest of sentence.
6. Copy sentences followed by exclamation point.
7. Copy a letter.
8. Copy name of city.
9. Copy name of State.
10. Copy name of days.
11. Copy name of months.
12. Copy name of school.
13. Copy name of principal.
14. Copy name of teacher.
15. Copy lists of words.

## II. Dictation.

To be based upon the work in copying.

## III. Original Work.

1. Statements containing words specified by teacher.
2. Statements about objects or pictures in answer to questions on blackboard.
3. The same without questions.
4. Ask a question and answer it.
5. Describe actions observed.
6. Write headings for all written work.
7. Write sentences that tell, ask, direct.
8. Reproduce reading lesson.
9. Original stories.

In this grade children learn use of apostrophe in single possessive, use of comma after names of address, use of exclamation point.

**Reading.**

Continue teaching words from blackboard.

The supplementary reading to consist of children's own statements, based on stories, poems and observation lessons given in language.

Phonics (first and second year).

Long and short sounds of vowels.

Sounds of single consonants.

Combinations, such as sh, ch, th, ow.

Build lists of words by prefixing a letter or letters to a given sound or combination of sounds, as ay, ät, s ay, h at, h ay, c at.

In second year children begin to mark vowel sounds in words, also get new words phonetically.

**Geography.****I. Place Lessons.****1. Position.**

- a. To make picture of table-top, showing arrangement of objects.
- b. To transfer picture to blackboard.
- c. To describe table-top from picture.
- d. To place objects on table to correspond with picture of imaginary table-top.
- e. To describe mounted pictures.

**2. Direction.**

- a. Horizon.
- b. Cardinal points.
- c. Semi-cardinal points.
- d. Compass. Use.
- e. Application of cardinal points—
  - To school and grounds.
  - To principal streets.
  - To slate in horizontal position.
  - To slate in vertical position.
  - To table, &c.
- f. Relative position of public buildings and school.

**3. Distance.**

- a. To develop clear concept of yard and pace.
- b. To develop idea of time as a unit of measure.
- c. To use each in estimating distances.
- d. To develop idea of scale.
- e. To show necessity of drawing to scale.
- f. To draw room floor to scale.
- g. To give term map.
- h. Connect with number.

## II. Field Lessons.

## 1. Land.

- a. To know the parts of prominent bodies and forms.
- b. To find the position of parts.
- c. To find relative position of bodies and forms.
- d. To compare height and extent of similar features.
- e. To express ideas in moulding, drawing and words.
- f. To use new words in blackboard reading lessons.

## 2. Water.

- a. To recognize and name the parts of prominent bodies and forms—This is the mouth of a brook.
- b. To find relative position of parts—The mouth is where the brook flows into the river.
- c. To compare with bodies and forms of land—The creek is in the lowest part of the land.
- d. To express in drawing, moulding and words.
- e. To use new words in blackboard reading lessons.

## III. Weather.

1. To name winds according to direction.
2. To learn the use of weather-vane.
3. To read the indications of weather-vane.
4. To notice effect of different winds.
5. To name the forms of moisture—cloud, frost, mist, dew.
6. To notice position of each.
7. To compare quantity of each.
8. To notice time of greatest abundance.
9. To notice change in form.
10. To notice change in size.

## IV. Season Study.

1. To observe the sun.
  - a. Position in the morning.
  - b. Position in the evening.
  - c. Position at noon.
  - d. Getting higher in A. M.
  - e. Getting lower in P. M.
  - f. Getting warmer in A. M.
  - g. Getting cooler in P. M.
2. To observe shadows.
  - a. Length compared with object.
  - b. Length in the morning, evening and at noon.
  - c. Direction in the morning, evening and at noon.
  - d. Time between casting of shortest shadows.
3. To recognize and name trees in school grounds.
  - a. Observe use of leaves in summer.
  - b. Observe use of bare boughs in winter.
  - c. Observe change of color.
  - d. Observe advantage of no leaves in winter.

## 4. To observe and name the kinds of soil.

- a. To observe effect of water upon the soil—carries it off.
- b. To observe effect of frost upon the soil—hardens.
- c. To observe frost in deep soil in early spring.

## Number.

Facts in numbers from 12 to 80.

Yard, gallon, square foot and square yard.

Tables of Liquid and Dry Measures.

Fractions.—Addition, subtraction and reduction facts in halves, fourths and eighths. Work should be oral, objective, mental.

Paper disks are the best objects to use.

Later, use figures.

Facts in fourths (to be discovered by children from disks).

$$\begin{array}{lll}
 \frac{1}{4} = 1 & \frac{3}{4} = \frac{1}{4} + \frac{1}{4} & \frac{7}{8} = 1 - \frac{1}{8} \\
 \frac{1}{4} = \frac{2}{4} + \frac{1}{4} & \frac{1}{4} = \frac{1}{4} & \frac{1}{4} = \frac{2}{4} - \frac{1}{4} \\
 \frac{1}{4} = \frac{1}{4} + \frac{1}{4} & \frac{3}{4} = \frac{2}{4} - \frac{1}{4} & \frac{1}{4} = \frac{1}{4} - \frac{1}{4} \text{ \&c.}
 \end{array}$$

## Writing.

Simple movement exercises.

*Oa Co Od Ee Aa An Mn Na*  
*Wu Qq Zz Vu Un Yy Di Ji Ah*  
*Ek Et Ff Ls Lt Og Pp Bl Br*

## Music.

Double time, two-beats, ties and half notes. Triple time, two and three ties, half and dotted half notes. Quadruple time, two, three and four-beats, half and whole notes. General Exercises—Breaking time, calling the Scale of Syllables. Individual pupils locate notes on blackboard. One new Rote Song per month. Key Exercises.

**Drawing.****FIRST HALF OF YEAR.**

Solids—

Ellipsoid, ovoid, equi. tri. prism.

Tablets—

Ellipses, ovals, equi. triangles.

Tones of Primaries—

Yellow, red, blue.

**SECOND HALF OF YEAR.**

Solids—

Cone, sq. pyramid, vase form.

Tablets—

All preceding isosceles triangles.

Tones of Secondaries—

Orange, green, violet.

For the whole year—Clay-modeling of type forms and objects based on type forms.

Developing surfaces by tablets, stick-laying, paper-cutting and drawing. Elementary designing by same processes.

Drawing and painting from leaves and flowers during latter part of year.

**Elementary Science.****FIRST AND SECOND YEARS.****Water.**

(1.) General talk on water, noticing most prominent characteristics.

1. Colorless.
2. Odorless.
3. Tasteless.
4. Water flows.

(2.) Fill tumbler with water.

- Notice—
1. Surface.
  2. Shape of surface.
  1. Edges.
  2. Curve of edges.

Water takes shape of vessel which holds it.





- (3.) Take a tin can. Fill with water. Punch two holes in the can, one near the top, one near the bottom of the can.  
Notice difference in shape of the two streams of water.  
Water pushes out slowly at top of can.  
Water pushes out rapidly at bottom of can.  
(When convenient, a glass jar serves the purpose rather better.)  
Water pushes out.
- (4.) Punch a hole in the bottom of an empty can.  
Place the empty can touching bottom of vessel filled with water.  
The water will push through the hole into the empty can.  
Water pushes up.
- (5.) Punch a hole in the side of a tin can.  
Insert a piece of bent glass tubing.  
Partially fill can with water.  
Compare level of water in can with level of water in tube.  
Water rises to same level in connected vessels, without reference to size of vessel.  
Illustration—Coffee pot and spout.  
a. City reservoirs.  
Reservoirs built high, pipes laid in houses. Water will rise in pipes to the same height as water rises in reservoirs.  
Water seeks its own level.
- (6.) Put salt in water.  
Put sugar in water.  
Water will dissolve some substances.  
Bring out same idea with some colored substance, like blue vitriol.  
Put powdered chalk in water.  
Put sand in water.  
Put clay in water.  
Water will not dissolve some substances.  
a. Dissolve salt or sugar in water.  
Evaporate the water and get back to salt.  
Proves existence of salt when not perceptible to sight.
- (7.) Partially fill test tube with water.  
(Tube must have perforated cork and a small tube inserted.)  
Heat the water.  
Water will rise to higher level.  
Heat expands water.
- (8.) Partially fill broad, shallow tin with water. Let it stand over night.  
In the morning the tin is found empty.  
Water evaporates.



Place same quantity of water in deep, narrow tin. Let it stand over night. Result, slower evaporation.

Rapidity of natural evaporation depends on amount of surface exposed.

- (9.) Take same quantity of water as in above experiment.

Heat water.

Note rapidity of evaporation.

Heat hastens evaporation.

- (10.) Hold piece of cold glass over the evaporating water.

Water will collect on surface of glass. This proves evaporation, and gives foundation for work on clouds, dew, rain, &c.

(Breath on a cold morning.)

- (11.) Place a piece of cork, wood, tin, stone, iron, in water.

Notice which will sink and which will float.

Water supports some substances.

- a. Show that a small piece of cork will float as readily as a large piece.

Whether any material floats or not, does not depend upon its quantity.

- b. Show that a lump of tin or iron will sink.

Show that tin or iron, when made into a dish like form, will float.

The buoyancy of a substance depends somewhat upon the shape of the substance.

Show how this truth is emphasized in ship-building.

### Language.

#### THIRD YEAR.

#### Oral Work.

##### I. Stories.

Stories relating to Geography, History and Natural History work.

Poems relating to same subjects, as—

Geography—The Meeting Waters.

The Brook.

Water Parting, &c.

History—Independence Bell.

The Star Spangled Banner, &c.

Natural History—Telling the Bees.

Warbling of Blackbirds.

The Cricket and the Ant, &c.

##### II. Picture Lessons.

Style of picture more advanced.

Use outline similar to one given in second year.

Children decide in what order objects should be taken for description. Train to select in order of importance. Children answer orally suggestive questions concerning pictures. Oral description following outline on board. May refer to historical scenes or places of interest touched upon in Geography and History lessons.

### III. Action Lessons.

Actions should be difficult to describe.

Require pupils to observe minutely and describe in full, using only one "and."

Use several different statements to describe one action.

Give all the different expressions known as descriptive of some act of the teacher.

Let children perform actions.

Describe games.

### IV. Conversational Lessons.

#### 1. Plants.

Growth from seed to fruit traced.

#### 2. Animals.

Common birds and insects, parts and habits observed and compared.

#### 3. Human body.

Parts of body, movement of parts, uses of parts, health of parts.

### Written Work.

#### I. Copying.

Copy difficult words in all lessons.

Copy sentences, inserting commas and placing proper marks of punctuation at close of sentence.

Copy elliptical sentences, filling in omitted words.

Copy statements obtained from pupils in oral descriptions and written by teacher.

Copy sentences, substituting specified words for pictures.

Copy from printed page all quotations.

Copy spelling words—place in sentences.

Copy short story.

Copy poems.

#### II. Dictation.

Work in dictation parallel with that of copying.

#### III. Original Work.

Write statements containing designated words.

Write questions containing designated words.

Write commands.

Write requests.

Place new and different words of all lessons in sentences.

Write answers to questions on blackboard.

Write sentences containing abbreviations.

Write sentences containing words pronounced alike but spelled differently.

Write names of days of week.

Write names of months.

Write names of seasons.

Write names of months in each.

Write names of objects in designated places, as in grocery store, &c.

Write original questions about specified object.

Write answers to above.

Write description of picture.

Write short connected story about designated object or picture.

Write reproduction of a story read or told.

Reproduction of observation lessons, from questions or topics.

Write original problems to illustrate designated fact, as  $7 \times 5 =$ ,  
 $\frac{1}{2}$  of 21 =, &c.

Write original letter.

Address envelopes.

Write original stories.

#### IV. Children learn.

V. Use of sit, set; lie, lay; various forms of who.

VI. (1) Use of capitals at the beginning of a sentence. The word I.  
 Names of persons and places.

(2) Christian name and surname.

(3) How to write initials.

(4) Abbreviations—Mr., Mrs., Miss, Dr., St., Ave., Supt.

(5) Days of the week.

(6) Names of the months.

(7) How to write dates.

(8) How to write a letter.

(9) How to write addresses.

(10) Use of comma to separate name of person addressed from the rest of the sentence.

(11) Use of quotation marks; unbroken quotations.

(12) Use of comma in connection with quotation.

(13) Use of apostrophe in contraction.

(14) Use of hyphen, especially to divide a word at end of line.

**Reading.**

**Second Reader.** Sight reading, silent reading, oral reproduction.

Much supplementary reading based on lessons in Language, History, Geography and Science.

Learning of alphabet in order. Phonics.

Teach following sounds—

ee, as in eel.

i, " it.

a, " ale.

e, " met.

a, " at.

i, " girl.

a, " ask.

a, " father.

u, " up.

o, " on.

a, " all.

o, " old.

oo, " book.

Apply knowledge in marking words and in getting new words.

**Geography.****I. Place Lessons.****1. Position.**

- a. To locate public buildings, parks, prominent natural features.
- b. To find position of public buildings, parks, prominent natural features, in blackboard sketch.
- c. To find school grounds on map of city.
- d. To find city on map of the State.

**2. Direction.**

- a. To point in direction of public buildings, &c.
- b. To take imaginary walks through the city—  
Giving name of street.  
Giving direction of street.  
Giving places of interest.

**3. Distance.**

- a. To draw school grounds to a scale.
- b. To draw immediate surroundings of school grounds to scale.
- c. To compare scale with scale of maps of city, &c.
- d. To estimate distances, knowing scale.
- e. To connect with number.

## II. Field Lessons.

## 1. Land.

- a. To observe details of each feature.
- b. To discover definitions.
- c. To imagine similar features.
- d. To observe life of each region.
- e. To connect occupations with each region.
- f. To connect commerce with each region.
- g. To see reasons for location of cities.
- h. To connect with language and reading lessons.
- i. To connect with literature and history.
- j. To use models in sand and papier-maché maps of each.
- k. To use characteristic pictures of country, productions and occupations.

## 2. Water.

- a. Points similar to those under "Land."
- b. Illustration.

## Assanpink creek.

- Current, direction of. Pictures.
- Down. Up.
- Bed, character of.
- Mouth. Source.
- Banks—right, left; character of. Pictures.
- Tennyson's "Song of the Brook."

## Delaware river.

- Compare with Assanpink creek.
- Direction of current.
- Find the source. (Papier-maché map of Delaware river basin.)
- Character of country. (Relief map and pictures of Catskills.)
- Imaginary trip down the Delaware river in canoe.
- Changes in country. (Relief map and pictures.)
- Banks. Life on either side.
- Trace the course.
- Draw.
- History connected with Delaware river. (Pictures.)
- Tributary.
- System.
- Basin.
- Water divide.

## Position of Trenton.

- Idea of city.
- Reasons for living together.
- Occupations. Conversational.
- Leading occupations.
- Visit potteries.
- Processes.

Occupations in the suburbs.

Commerce.

Reasons.

Means of.

Canals.

Railroads—freight and coal cars.

Direction from which coal cars come.

Character of country along upper Delaware river.

Occupation in this region.

Mining. Use typical pictures.

Coal—qualities, uses, products, history.

Direction freight and coal cars are going.

Philadelphia—great market place.

Why? Position on Delaware river.

Compare with Trenton.

History of.

Uses of Delaware river.

Reproduction, oral and written.

Mississippi river.

Compare with Delaware.

Delta.

Character of country.

Productions. Occupations.

Upper course—Wheat.

Lower course—Cotton.

Growth of great cities.

Uses of Mississippi river.

History.

Reproductions, oral and written.

Aids—Mouldings, papier-maché relief maps, characteristic pictures of country and life, and knowledge of Delaware river.

### III. Weather.

1. Idea of temperature.
2. Use of thermometer.
3. Continue work of second year, keeping records.

### IV. Season Study.

1. Continue work of second year, keeping records.
2. Poem.

### V. Object Lessons.

1. Form.
2. Color.
3. Plants.
4. Animals.
5. Minerals.

**VI. People.****1. Interest pupils in social life around them.****a. Customs.****Festivities.****Public.****Private.****Mode of traveling.****b. Occupations.****General.****Leading.****c. Amusements.****Winter sports.****Summer sports.****d. Religion.****Observance of Sunday.****Different churches (name only.)****e. Government.****Necessity of.****Mayor.****2. Stories of people of other lands.****3. Comparisons.****Arithmetic.****Facts from 80 to 100.****Tables of dry and liquid measure.****Table of time.****Multiplication tables.****Roman numerals.****Reading and writing of numbers as high as thousands.****Addition, subtraction, multiplication and short division.****United States money.**

**Fractions.**—Work should be oral, objective and mental. Deal only with fractions having small denominators, as—thirds, ninths, eighteenths; thirds, sixths, twelfths, so the processes can be performed mentally.

**Writing.****All small and capital letters, singly and in words.****Figures of the Arabic notation.****Movement exercises.****Music.****All key exercises in C extension. Rests.**

**All key exercises in D, A and E. Dotted rests, with whole, half and quarter rests.**

**Intervals, primes, seconds and thirds.**

*General Exercises.*

Beating time. Calling scale notes by number. Locate syllables, letters and note words on slate. Staff to be drawn by pupils, commencing with lowest line as teacher dictates, 1, 2, 3, 4, 5. One new note song per month. Choir singing, first and second term. Questions in theory.

**Drawing.****FIRST HALF OF YEAR.****Solids—**

Sphere, cube, cylinder, hemisphere, sq. prism, right-angled tri. prism.

**Tablets—**

Circles, squares, oblongs, semi-circles, triangles.

**Colors—**

Primaries.

Normal.

Secondaries.

Normal.

**SECOND HALF OF YEAR.****Solids—**

Ellipsoid, ovoid, eq. tri. prism, cone, vase, square pyramid.

**Tablets—**

Ellipses, ovals, circles, squares, triangles, oblongs, semi-circles.

**Colors—Normal—**

Red and yellow—orange.

Yellow and blue—green.

Blue and red—violet.

**FOR THE WHOLE YEAR.**

Clay-modeling of type forms and objects based on type forms.

Drawing geometric figures and designs made from tablets.

Making charts of colored paper, showing proportions of colors in primaries and secondaries.

Making all-over designs for surface-covering, showing unity of school in making one design.



**Elementary Science.****THIRD YEAR.****Air.**

- (1.) General talk upon air.

Its position.

Its invisibility.

Its weight.

- (2.) Partially fill a vessel with water. Invert an empty tumbler over vessel.

Press tumbler down upon the water.

As the tumbler is pressed downward the water will gradually rise in outer vessel. No water will rise in the glass. The glass must be already filled with air.

Air has place or fills a jar just as water or any other liquid does.

- a. Place a small lighted candle on cork standard under the tumbler. Press tumbler down on water as before. The candle will remain lighted (a short time).

Air has place.

- (3.) Fill a glass with water.

Place a paper over the glass, being careful that paper touches every portion of edge of glass. Invert glass. The air will push the paper against the water and prevent water from falling out.

Air pushes.

- a. Partially fill small open tube with water.

Place finger on one end. Air pushing upward will cause water to remain in the tube.

Air pushes.

- (4.) Pass a tube through the cork of a bottle.

Place bottle thus arranged in water.

Water will not enter bottle through tube. (The bottle is full of air. See 2.)

Draw air out of bottle by means of mouth. Place finger over tube quickly. Place the bottle in water. Remove finger. Water rushes in through tube.

Air can be removed.

- (5.) Use same bottle as in 4.

Blow more air into the bottle through the tube. Place bottle in water.

Bubbles of air will escape from the bottle and rise through the water.

When the bottle was full of air we forced more air in.

Air can be compressed.

Illustrated by jar full of cotton. More cotton can be forced in.

- (6.) Same bottle as in 4.  
Fill bottle half full of water. (Inner end of tube under water.)  
Blow more air through the tube.  
When the mouth is removed the water will gush out.  
Air is elastic.
- (7.) A rather large piece of tissue paper and a nail.  
Drop both at the same moment. Air will support the paper. The nail drops to the floor.  
Air resists.  
a. Roll the tissue paper into a ball,  
Drop nail and paper ball.  
Both will reach the floor at same time.  
Resistance of air depends somewhat upon the surface presented.
- (8.) Place the end of a test tube in water.  
Heat the air imprisoned in tube with lamp.  
Heat will cause bubbles of air to rise through the water.  
Heat expands air.

### Language.

#### FOURTH YEAR.

#### Oral Work.

##### I. Stories.

Stories told, read; reproduced, using outline.  
Select for subjects topics of interest in history, geography.  
History—Puritans, Miles Standish.  
Geography—Desert life, cotton.  
Poems by standard authors—Vision of Sir Launfal, the Ropewalk, Daybreak.

##### II. Picture Lessons.

Pupils write original stories from pictures, using outlines formed by class guided by teacher.  
Pictures suggested from lessons in geography and history.

##### III. Conversational Lessons.

Teach how to observe parts of animals, as sponge, coral, crab, earth-worm, fly, &c., in logical order.  
Note adaptation of animals to habits and home.  
Trace growth and change of a caterpillar or other insect.  
Teach properties and qualities of substances, using proper adjectives, such as slate, silk, nutmeg, cork, coal, &c.  
Teach growth of plants from seed to fruit. Roots, stalks and leaves described and classified; names of parts of blossom taught.

**Written Work.****I. Copying.**

Pupils copy paragraphs from blackboard to impress arrangement, capitalization and punctuation.

Copy words of spelling-lesson alphabetically, place in statements and questions.

Copy elliptical sentences, filling in blanks.

Copy "Memory Gems" with names of authors.

Copy statements, indicating their two parts.

Copy sentences, drawing line under name words.

Copy sentences indicating words that point out; that assert; that show how, when and where; and words used instead of nouns.

**II. Dictation.**

Work in copying determines dictation.

**III. Original Work.**

Place new and difficult words in sentences.

Reproduce reading lesson; story read or told by teachers; story read at home, using questions or topics.

Write statements using abbreviations.

Write letters using outline.

Transpose poetry to prose.

Write stories of pictures.

Write statements indicating their two parts.

Write singular forms of designated words.

Write plural forms of designated words.

Write possessive singulars of designated words.

Write possessive plurals of designated words.

Write sentences containing words that point out; that assert; that show how, when and where; and words used instead of nouns.

Write questions on story read silently.

Exchange questions. Write answers.

**IV. Children learn,**

Informally, two parts of a statement. Names [nouns]. Proper and common names. Names that mean more than one [plural]. Different ways of forming plural. Words that denote possession [John's hat]. Possessive forms of plural nouns [boys' boots, men's coats]. Words that describe [That is a *black* hat]. Words that point out [*This* orange is sweet]. Use of "the," "an" and "a." Words that assert. [*Soldiers march*]. Words that show how [She sang *sweetly*]. Words that show when [I wrote a letter *yesterday*]. Words that show where [Charles threw the ball *down*]. Words used instead of names [Robert, will *you* go?]. Words after is and was. Words used as objects [John lost his *ticket*]. Words that show relation [The man stood *by* the chair].

**Reading.**

**Third Reader.** Sight reading, silent reading, followed by oral or written reproduction. Encourage home reading, guiding selection.

The science, literature, history and geography work determine the supplementary reading.

**Phonics.**

Drill on sounds taught.

Children indicate pronunciation of words by use of diacritical marks.

Get phonetically words in which new sounds are applied.

*Begin* to teach the children to use the dictionary.

**Geography.****I. Land (objects of imagination).**

1. Continent, desert, oasis, gorge, mountain system, &c.

2. Continents.

a. Name.

b. Position.

c. Form.

d. Relative size.

3. To recognize, to find characteristics of, to compare with known objects.

**II. Water (objects of imagination).**

1. Oceans, glaciers, ice floes, &c.

2. Oceans.

a. Name.

b. Position.

c. Form.

d. Relative size.

3. To recognize, to find characteristics of, to compare with known objects.

**III. The earth as a whole.**

1. Form.

2. Idea of earth in space.

3. Size.

a. Dimensions.

b. Time to travel around.

c. Time to see surface.

4. Rotation.

a. Axis, poles, equator.

b. Time of rotation. Day and night.

c. Observations of sun.

5. Revolution.
  - a. Time.
  - b. Illustration, combining both motions.
  - c. Seasons.
6. Directions on globe.
  - a. To find east, west, north and south.
  - b. To find east and west coasts of continents.
7. Position of places on globe.
  - a. To show necessity of having means of fixing position of places.
  - b. Means of fixing position of places.
    - Parallels. Meridians.
  - c. Practice in finding position of places on globe.
  - d. To find direction of meridian in Trenton.
    - During the day.
    - At night.
8. Heating of earth.
  - a. Part receives most direct rays.
  - b. Associate with moon, sun and temperature.
  - c. Part receives most slanting rays.
  - d. Associate with evening sun and temperature.
  - e. Illustration.
  - f. Inference.
9. Climate of different regions of earth. (Inferred).
  - a. Belts. (Based on preceding work).
  - b. Boundaries.
    - Where?
      - Torrid zone.
        - Part of earth directly under sun when sun passes in highest and lowest order.
      - Temperate zone.
        - Part of earth receiving most slanting rays at that time.
    - Mark boundaries.
    - Name boundaries.
10. Heating of atmosphere.
  - a. Mountains.
    - Experience recalled.
  - b. Clouds.
    - Experience recalled.
11. Winds.
  - a. Why winds blow.
    - Experiments to illustrate.
    - Experience recalled.
  - b. Unequal heating of earth.
  - c. General circulation.

## 12. Rainfall in zones. (General.)

a. Relate to seasons.

## 13. Productions. (Characteristic.)

a. Temperate zone.

Plant life.

Food plants.

Clothing plants.

Trees—Deciduous, evergreen.

Woods—Useful, ornamental.

Undergrowth, uses.

Object lesson on characteristic plants.

b. Torrid zone.

Plant life.

Food plants.

Clothing plants.

Medicinal plants.

Trees—Useful, ornamental.

Singular trees.

Undergrowth, uses.

Object lessons on characteristic plants.

Compare with temperate zone.

c. Frigid zone.

Trees.

Food plants.

Compare with other zones.

Note.—Similar work with animal and mineral productions of each zone.

## 14. People.

a. Races.

Study types found in city.

Native land of this race.

Other types. (Pictures.)

b. Distribution of races.

c. Stories of people of other lands.

d. Imaginary visits in other lands.

## IV. Weather. (Extends throughout the year.)

1. To discover the prevailing wind for a season; a year.

2. To observe effect of different winds.

3. To observe capacity of hot and cold winds for moisture. (Relative.)

4. To observe characteristic conditions of atmosphere for each season as to moisture, temperature, prevailing direction of wind.

## 5. Evaporation.

Experiments.

## 6. Condensation.

Experiments.

## V. Season Study. (Extends throughout the year.)

1. To know the months of different seasons.
2. When sun passes in highest arch.
3. When sun passes in lowest arch.
4. Relative length of day and night during each season.
5. Temperature after sunset.
6. Temperature after sunrise.
7. Draw inferences.
8. Warmest time of day. Inference.
9. Mark length of shadow cast by an object on 21st of March and September, 21st of June and December.
10. Temperature of pond and adjacent sand pile before and after sunset. Draw inference.
11. Where soil is deepest.
12. Where soil is thin.
13. Associate life with each kind.
14. To use fertile.
15. To use barren.

**Arithmetic.**

Review notation and numeration, the four fundamental rules, tables of time, length, avoirdupois weight, dry and liquid measures and United States money, in connection with many practical problems, working for rapidity, accuracy and self-reliance.

Square measure. Children find areas of surface around them.

Addition, subtraction, multiplication and division of fractions, employing only those whose denominators express a small number of parts that may be seen by children and where the processes can be performed mentally.

Percentage, using rates 50%, 25%,  $33\frac{1}{3}\%$ , 20% and 100%.

Home work from Franklin's Elementary Arithmetic, first fifty pages, including drill tables on pages 70 and 76.

**Writing.**

Copy graded examples in addition and subtraction. All the capital letters, together with many Christian and geographical names, sentences and paragraphs.

Movement exercises.

**Musio.**

Accent, eighth notes in double time, unaccented first notes, eighths in treble time, repeats D. C. *al fine*, D. C. *al Sig.* and common musical signs; eighth notes in quadruple time; thirds with quarter notes slurred; slurs with eighth notes; intervals of fourth slurred with eighth notes. Rounds; tie cross bar; sixteenth notes. Singing in two parts.

*General Exercises.*

Beating time, calling scale note by number. Scholars locate syllables, letters and notes on music paper. Teacher dictates seven-note cadences; choir singing, first and second terms; questions in theory.

**Form Study and Drawing.****Solids—**

Sphere, cube, cylinder, hemisphere, sq. prism, R. A. prism, ellipsoid, ovoid, equi. tri. prism, cone, sq. pyramid, vase.

**Tablets—**

Circles, squares, oblongs, triangles, semi-circles, rhombi, ellipses, ovals, hexagons, pentagons.

**Objects—**

Apples, potatoes, turnips, carrots, tumbler, envelope, groups of fruit, shield, leaves, flower—buttercup.

**Review in color—**

Yellow, red, blue, orange, green, violet.

**Tones of intermediate colors—**

Red and yellow—orange.

Yellow and blue—green.

Blue and red—violet.

Making from patterns, making charts of tones of colors, designing in two or more tones.

Learning units of design, axis of symmetry, measuring for proportions, reversed curves, conventionalizing from leaves and flowers.

Drawing appearance of form, drawing facts of form, drawing from dictation.

**Spelling.**

Throughout the four years, words from all lessons carefully selected, copied from blackboard. Sentences, copied and written from dictation, containing selected words. Elliptical sentences used—children supplying omitted words. Words spelled orally.

**General Industrial Work.**

Work out the various kindergarten gifts.

Children draw simple outline pictures to illustrate songs they sing.

Draw pictures to illustrate reading-lesson.

Pictures copied from the blackboard.



## V. Season Study. (Extends throughout the year.)

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2. When sun passes in highest arch.
3. When sun passes in lowest arch.
4. Relative length of day and night during each season.
5. Temperature after sunset.
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Square measure. Children find areas of surface around them.

Addition, subtraction, multiplication and division of fractions, employing only those whose denominators express a small number of parts that may be seen by children and where the processes can be performed mentally.

Percentage, using rates 50%, 25%,  $83\frac{1}{3}\%$ , 20% and 100%.

Home work from Franklin's Elementary Arithmetic, first fifty pages, including drill tables on pages 70 and 76.

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**Spelling.**

Throughout the four years, words from all lessons carefully selected, copied from blackboard. Sentences, copied and written from dictation, containing selected words. Elliptical sentences used—children supplying omitted words. Words spelled orally.

**General Industrial Work.**

Work out the various kindergarten gifts.

Children draw simple outline pictures to illustrate songs they sing.

Draw pictures to illustrate reading-lesson.

Pictures copied from the blackboard.

Children put together sliced animals. When completed, write a short story about animals thus formed.

Weave splints into different forms, as gates, fans, doors, fences, tents, &c. Copy on slates.

Prick patterns of animals and common objects first traced and dotted by teacher.

Prick names, addresses, sentences, words, figures.

Embroider the already-pricked patterns of animals and common objects.

Embroider vertical, horizontal and oblique lines, circles, squares, &c., &c.

Cut sheet of colored paper into strips four inches long and three-quarter inch wide.

Make chains of strips. Use primary and secondary colors. Tint and shade. Colors of rainbow. Connect with number lessons.

Mats made of manilla paper. Strips to be cut from bristol-board one-half inch wide.

Connect with number work, as—over one and under one, under one and over two.

Weave color stories. Separate by white strips.

Red and blue make green.

Cut worsted into two-inch lengths.

Children sort, arranging by colors.

Connect with number lessons. Select three reds, four greens, six blues, &c.

### Elementary Science.

#### Solids.

Iron, wood, ice, tin, &c.

- (1.) Place a piece of each in tumbler. Pour water into another tumbler. Observe that the water will fit itself to the vessel which holds it. The iron, wood, tin, &c., do not fit themselves to the vessel which holds them, but retain their own shape.

Water is a liquid.

Iron, tin, wood, &c., are solids.

- (2.) Compare solids as to hardness.
  - a. Try to cut each with a knife.
  - b. Rub the solids together. Observe which is scratched.
 Some solids are harder than others.

- (3.) Try to bend different solids.
 

Some solids bend more easily than others.

Some solids are flexible.

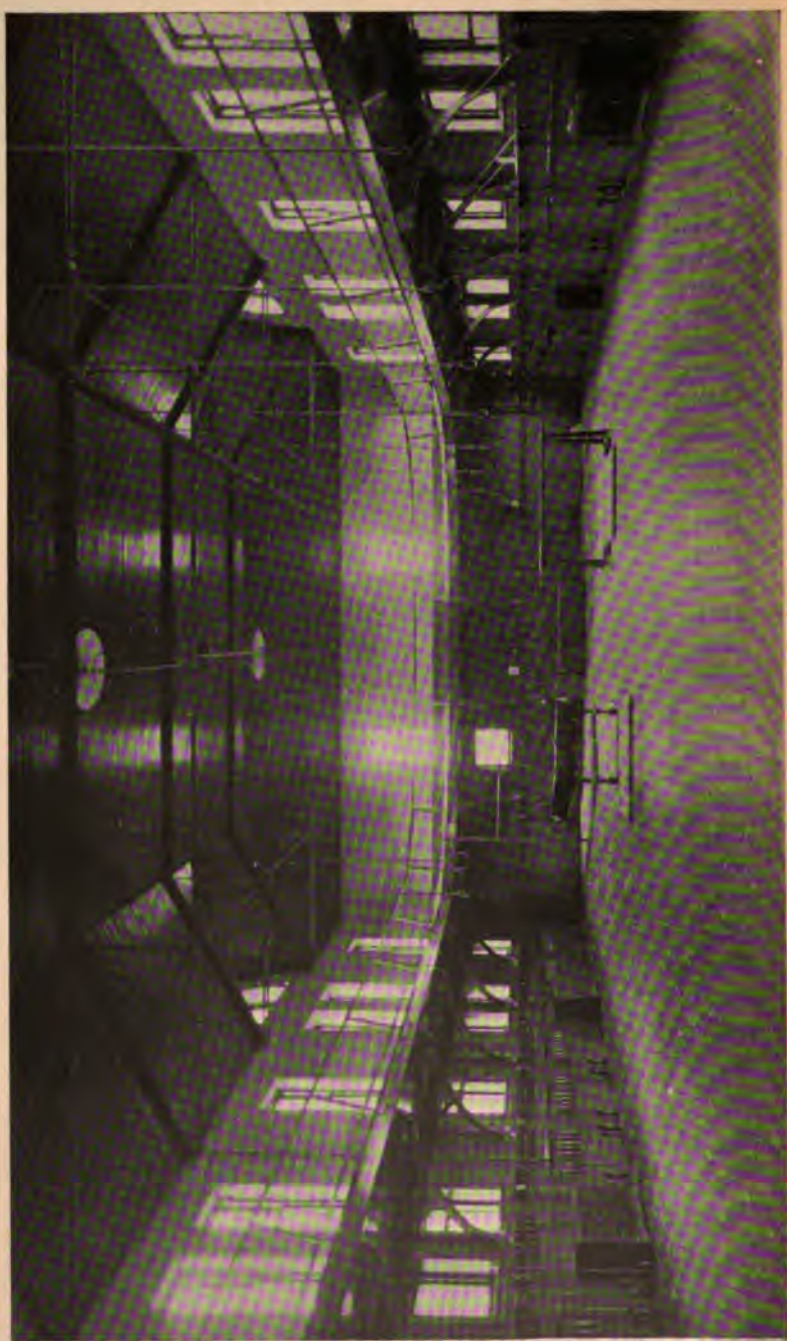
- (4.) Observe effects of heat on solids.
 

Take iron, wood, ice, &c.

Place in same vessel and apply heat.

The ice will take the form of a liquid.





GYMNASIUM.

Take two blocks of wood.

Fasten a bar of iron to side of one block. Place the other end of iron bar loosely over a nail driven into the side of the other block. Above the nail, swing on a pivot a small strip of wood with square of paper attached to upper end. Arrange the strip of wood so that its lower end will just touch the end of the iron bar which is supported loosely by the nail. Apply heat to the center of the bar. As the iron heats, the paper at the top of the indicator will be seen to move downward as the lower end of indicator is pushed outward.

Heat enlarges.

- (6.) Take a piece of wood. Hold one end by fingers. Place the other end in flame. The wood burns, but the heat does not reach the fingers.

Treat a piece of iron in the same way.

The heat of the flame will be carried through iron and the fingers will be burned.

Some solids carry heat better than others.

Show why stoves are made of iron.

- (7.) Take different solids, iron, rubber, ice, glass, &c.

Hammer each.

Observe which break and which do not.

Some solids are brittle.

Some solids are not brittle.

- (8.) Use same substances as in 7.

Pull each.

Observe which will stretch and which will not.

Apply weight. Observe which can be compressed.

Some solids are more elastic than others.

- (9.) Take wet clay, putty and other solids such as lead, glass, &c.

Observe which can be easily moulded and which cannot.

Some substances are more easily moulded than others.

(Malleability.)

Production of gold-leaf from gold.

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### GRAMMAR SCHOOL.

As a rule there are recitations daily in each subject. Drawing, Singing, Penmanship, Physical Training are generally exceptions to the rule, recitations being heard in these subjects two or three times a week.

#### Grade D.

English, Reading.—Selections from Fourth Reader, a First History of United States, Tanglewood Tales, Seaside and Wayside, Vol. III., The Children's Hour, &c.

**Language.**—Simple sentences, subject and predicate. Uses of words. Uses of noun, pronoun, adjective. Uses of terms singular and plural. Formation of plurals and possessives. Use of *shall* and *will*. Reproduction of science lesson, description of pictures, original stories. Study of poems suggested by topics studied, as "The Robin," "Robert of Lincoln," &c.

Spelling, from the lessons of the day.

**Arithmetic.**—Notation and numeration of numbers containing three periods, containing three decimal places. Addition, Subtraction, Multiplication, Division, Fractions, entire subject, using Common Fractions having small denominators. Decimals, addition and subtraction, multiplication by integers; division (a) by integers, (b) by like numbers, the quotients to be integers. (No number in any case to contain more than three decimal places.) Percentage, finding simple per cents of given numbers. Interest, simple interest on given sums for years and months. Compound Numbers, reductions using denominations previously taught. Mensuration, areas of squares and rectangles. Square measure to square yard. Contents of cubes and rectangular prisms. Cubic measure to cubic yard. Drill in mechanical work. Concrete Geometry once a week.

**Geography.**—Maps of the Continents and the United States, drawn and moulded; recitations from charts, and globe exercises.

Elementary Science twice a week.

**Penmanship.**—Books 3 and 4, Movement Tablet, No. 1. Copy forms in multiplication and division, repetition of capital letters' together with common abbreviations, short and full-line sentences, each a simple statement of an important scientific fact. Free-movement exercises entering into the formation of all the small letters, figures, &c.

Singing.—Normal Course, Second Reader, Part I.

**Drawing:**

Construction (free-hand)—

Making from patterns.

Sq. box, circular box, equi. tri. prism, toy house.

Working drawings.

Sq. box, circular box, equi. tri. prism in three positions, ellipsoid, ovoid, toy house. Objects based on equi. tri. prism.

Representation (outline drawing)—

Cylinder, tumbler, boxes—square and circular, rectangular objects in front of and below level of the eye, fruit—singly and in groups, group of familiar objects—cylindrical, conical and rectangular.

Decoration, in drawing and tertiary colors—

Rosette from copy, modification of units applied to original design, historical ornament, Moorish designs, conventionalizing leaves and flowers.

**Grade C.**

**English, Reading.**—Selections from Fifth Reader, Sharp Eyes and other Stories, Tales from Grandfather's Chair, Courtship of Miles Standish, Tales from Homer.

**Language.**—Sentence, subject and predicate; use of Nouns, proper and common. Pronouns—Person, number and gender of nouns and pronouns. Verb, Adverb. Forms of bills and receipts, formal notes of invitation, regret and acceptance. Dictation of selections of prose involving more difficult punctuation, &c.

**Spelling.**—From the lessons of the day.

**Arithmetic.**—Fractions, common and decimal, finished; percentage, three fundamental "cases;" profit and loss; trade discount; simple interest; (very simple problems in last four subjects); compound numbers finished; mensuration, areas of parallelograms, rectangles and circles; surfaces and contents of rectangular prisms; problems in plastering, papering and carpeting rooms, &c.; capacity of rectangular bins, tanks, rooms, &c.; drill in mechanical work. Concrete Geometry once a week.

**Geography.**—Descriptive and political, North America, with special attention to the United States; South America.

Elementary Science twice a week.

**Penmanship.**—Books Nos. 8 and 4, Movement Tablet, No. 2. Copy; repetition of capital letters and longer sentences; important dates and statements of events in American History; free-movement exercises entering into the formation of all the capital letters, and combinations, figures, &c.

**Singing.**—Normal Course, Second Reader, Part 1.

**Drawing:**

Construction (free-hand)—

**Patterns.**

Cone, tumbler, sq. pyramid, sq. plinth, objects based on sq. plinth.

**Working drawings.**

Cone, tumbler, book, sq. pyramid facing cube, and sq. pyramid turned at 45°; sphere on sq. prism facing sq. plinth; cylinder in front of sq. prism; objects with three unequal dimensions.

**Representation (outline and shading)—**

Cone, cup, tumbler, flower-pot, open book, sphere on sq. prism. facing cup on book, group of familiar objects, cylinder in front of sq. prism, rectangular object turned at 45°, group showing cylinder, cube facing sq. prism turned, plant life.



**Decoration for Drawing and Tertiary Colors—**

Historic ornament, Fleur-de-lis, Ivy leaf, Wave Scroll, flower forms, original designs.

**Physical Training.****Grade B.**

English, Reading.—Selections from Sixth Reader, Birds and Bees, Sketch Book, Snow Bound, Tales from Shakespeare.

Grammar.—Verb, common and progressive forms, person and number, principal tenses, principal parts, regular and irregular, transitive and intransitive, mode, &c. Case of nouns and pronouns, &c. Business letters—subscribing for papers, stopping subscriptions, sending for samples, &c. Stories based on proverbs or fables, &c. Reproductions, &c. Grammatical analysis.

American History, three times a week.

Spelling.—From the lessons of the day.

Arithmetic.—Percentage, profit and loss; trade discount; (more difficult problems in these subjects); first "case" in commission; simple interest; partial payments (U. S. rule); a little time on compound and annual interest; bank discount; taxes; duties; fire insurance; longitude and time (see mathematical geography of same grade); mensuration; more difficult problems in work of preceding year; easy problems in masonry and brickwork, excavating cellars and ditches, filling in of road-beds, &c.; board measure; public lands; drill in mechanical work.

Concrete Geometry once a week.

Elementary Science twice a week.

Geography.—Descriptive and political, Europe, Asia, Africa and the Islands.

Penmanship.—Book No. 5; Movement Tablet, No. 2. Copy a list of the Presidents of the United States, with the names of their respective political parties, and a selection from Longfellow's poem, "The Builders," worked into copies; the object being to develop the writing of full pages of connected sentences; business and social forms.

Singing.—Normal Course, Part II.

**Drawing:****Construction—**

Basin, lamp shade, hexagonal prism, patterns (instrumental).

**Working drawings (free-hand and instrumental)—**

Basin, lamp shade, hollow cylinder, vase forms, hexagonal prism, joints, wedge-shaped block, familiar objects—two.

**Geometric problems (instrumental)—**

To draw lines parallel; to bisect a line; to draw an equi. triangle; to draw a regular hexagon; to erect a perpendicular at the end of a line; to draw a square on a given base; to draw an oblong, two sides given.

**Representation (outline and shading)—**

Bowl, books, steps, vase and jar forms, groups of type forms, objects based on type forms, plant life.

**Decoration (drawing and color)—**

Historical ornament, Egyptian, Greek, Moorish, Gothic; conventionalizing from plant life; original design.

**Physical Training.****Grade A.**

English, Literature.—The Lady of the Lake, Ivanhoe, The Christmas Carol, The Merchant of Venice.

Grammar.—Sentences, complex and compound. Classes of nouns and pronouns. Declension. Adjectives, kind and comparison. Verbs, idiomatic forms. Use of shall and will, should and would. Tenses of infinitive. Composition of tenses of all modes, &c. Business letters—applying for situations, writing telegrams and advertisements, &c. Forms of checks, drafts, &c. Formal theme-writing, &c.

Spelling.—From the lessons of the day.

Arithmetic.—Stocks and bonds; domestic exchange; simple proportion; partnership; square root and its applications; a careful review of fundamental processes, cancellation, factoring, greatest common divisor, least common multiple; careful review of common and decimal fractions, percentage, simple interest and bank discount, metric system—as much as is required in the study of the natural sciences—three times a week.

(Literal notation introduced in this and the preceding grade wherever practicable.)

Concrete Geometry twice a week.

American History and Elements of Civil Government.

Bookkeeping.—Bryant & Stratton's Common School, with commercial law—optional.

Singing.—Normal Course, Part II.

**Drawing:****Construction—**

Patterns (instrumental).

Pocketbook; original design for familiar object.

Working Drawings (free hand and instrumental).

Bracket, pulley, machine detail, cube at angles of 60° and 80°, original design for piece of furniture.

**Representation (outline and shading)—**

Rectangular objects both above and below the eye; cylindrical and conical objects, showing relations of axis to diameter of ellipses; artistic grouping and rendering from nature, from memory, from copy.

Decoration (drawing and color)—  
Historical ornament; original design.

Physical Training.—Manual training.

NOTE.—Pupils who manifest more than usual maturity or working power may take work additional to that of the class, with a view to completing the course in a shorter time.

### Elementary Science.

Following are suggestive subjects for work in Science to be given in the different grammar grades, the fullness with which the subject is treated to depend upon the advancement of the class.

#### 1. Zoölogy—

- a. Birds—1. Nest-building. 2. Migration. 3. Winter residents. 4. Food. 5. Protection. 6. Flight. 7. The young.
- b. Insects—1. Types. 2. Transformations. 3. Habits. 4. Structure. 5. Adaptation of structure to habits. 6. Collect and classify according to types.

Painting, drawing and writing.

#### 2. Botany—

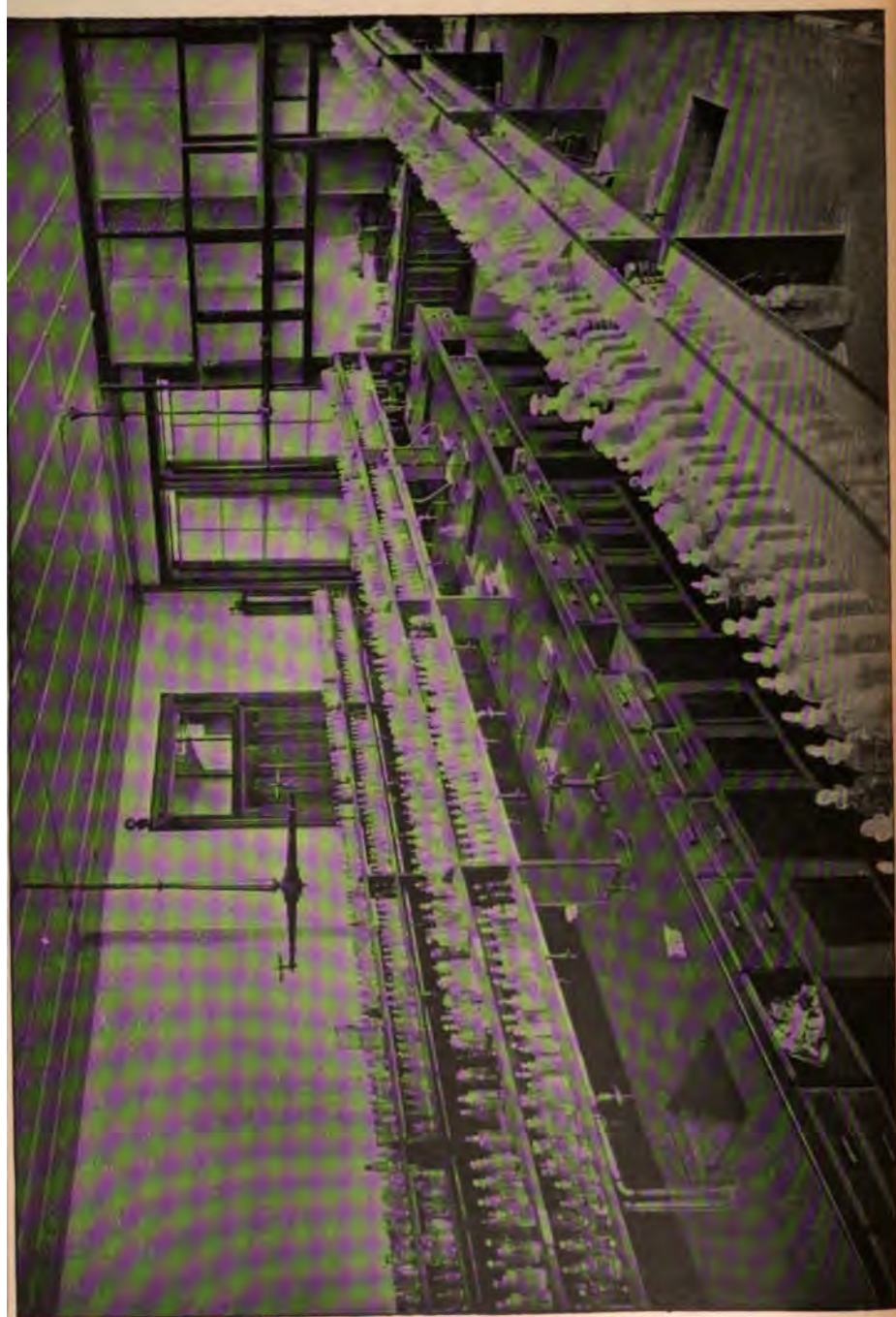
- a. The plant as a whole.
  1. Environment. 2. Effect of the weather.
- b. Winter condition of plants.
  1. Twigs. 2. Buds. 3. Seeds.

A tree selected by each pupil for special study.
- c. Annuals, biennials, perennials.
- d. Germination.
  1. Experiments showing the conditions necessary to growth. 2. The manner of growth. 3. Monocotyledons. 4. Dicotyledons.
- e. Leaves.
  1. Form. 2. Color. 3. Parts. 4. Function.
- f. Roots.
  1. Form. 2. Function.
- g. Flowers.
  1. Types. 2. Functions. 3. Structure. 4. Classify according to class structure.

#### 3. Physics—

- a. Water.
  1. Pressure. 2. Buoyancy. 3. Density. 4. Impenetrability. 5. Capillary phenomena. 6. Solubility.





b. Water and heat.

1. Expansion. 2. Circulation. 3. Boiling. 4. Freezing.

c. Air.

1. Occupies space. 2. Exerts pressure. 3. Circulation.

Drawing and writing.

4. Order of study—Observe, describe, compare, classify.

Painting, drawing and writing.

The ends sought—

1. Interest in Nature and the Forces of Nature.

2. Training of the observing powers.

3. Intelligent thinking and correct statement.

4. Acquisition of knowledge.

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## HIGH SCHOOL.

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### Classical Course.

#### GRADE C.

English.—As in English Course.

Algebra.—To Quadratics.

English History and Civil Government.

Latin.—Grammar and lessons; Caesar begun.

Singing, twice a week.

Drawing.—As in Scientific Course—twice a week.

Physical Training, twice a week.

#### GRADE B.

English.—As in English Course—three times a week.

Algebra.—Beginning with Quadratics through the Progressions—three times a week.

Geometry.—Three books, with Constructions and Original Demonstrations—twice a week.

History.—Greek and Roman, with their Oriental connections—three times a week.

Latin.—Caesar, Books I.-V.; Latin Grammar—four times a week.

Greek.—Grammar and lessons; Xenophon begun—four times a week.

Singing, twice a week.

Drawing.—As in Scientific Course. Optional.

Physical Training, twice a week.

## GRADE A.

English.—Literature, as in English Course—twice a week.  
Rhetoric, twice a week.  
Geometry.—Books IV.—VII.—three times a week.  
History.—Roman, one term; French, one term—three times a week.  
Latin.—Virgil, *Æneid* I.—VI.; *Eclogues* I.—X.—four times a week.  
Greek.—Xenophon, *Anabasis*, Books I.—IV.—four times a week.  
French or German, twice a week.  
Singing, twice a week.  
Physical Training, twice a week.  
Drawing.—As in English Course. Optional.

## Senior.

English.—As in English Course—four times a week.  
Latin.—Sallust, *Catiline*; Cicero, *Orations* VI.; Latin Composition—four times a week.  
Greek.—Homer, *Iliad*, Books I.—III.; Greek Grammar and Prosody; Greek Composition.  
French or German, four times a week.  
Trigonometry, or Higher Algebra, or History (Intensive), three times a week.  
Singing, twice a week.  
Physical Training, twice a week.  
Drawing.—As in Scientific Course—twice a week. Optional.

## Scientific Course.

## GRADE C.

English.—As in English Course.  
Algebra.—To Quadratics.  
Latin.—Grammar and lessons; *Cæsar* begun.  
Botany.—One term.  
Zoölogy.—One term.  
Singing, twice a week.  
Physical Training, twice a week.  
Drawing (twice a week)—  
    Advanced geometric problems.  
    Geometric problems applied to historical ornament and mechanical drawing.  
    Lectures in perspective.  
    Enlargement and coloring of historical ornament.  
    Test work in free-hand representation.

## GRADE B.

English.—As in English Course—three times a week.

Algebra.—Beginning with Quadratics, through the Progressions—three times a week.

Geometry.—Three books, with Constructions and Original Demonstrations—twice a week.

History.—Greek and Roman, with their Oriental connections—three times a week.

Physics, three times a week.

German or French.—German—Grammar, Lesebuch, Grimms Märchen, Easy Conversation, Poetic Selections French—Abbreviate Course of Pronunciation, Introductory French Grammar, French Dictations, Easy Conversation—four times a week.

Latin.—Cæsar, Books I.-V.; Latin Grammar—four times a week.

Singing, twice a week.

Physical Training, twice a week.

Drawing (twice a week):

Girls—

First Quarter—Water color from leaves, flowers, fruit.

Second Quarter—Charcoal drawings of geometric solids; charcoal drawings of still life.

Third Quarter—Charcoal drawings from casts of fruit; flowers and historical ornament.

Fourth Quarter—Water color from flowers.

Boys—

First Quarter—Free-hand and instrumental drawing of machine details.

Second Quarter—Architectural drawings, original plans.

Second Half-year—Continuation of Second Quarter's work, or study of light and shade with pen and ink, charcoal or color.

Test work or free-hand representation throughout year for whole class.

## GRADE A.

English.—Literature as in English Course, twice a week. Rhetoric, twice a week.

Geometry.—Books IV.-VII.—three times a week.

History.—Roman, one term; French, one term—three times a week.

Latin.—Virgil, *Æneid* I.-VI.; *Eclogues* I.-X.—four times a week.

German or French. German.—Grammar, Advanced Conversations, Wilhelm Tell, Marie Stuart, Herman and Dorothea. French.—Intermediate French Grammar; Cours de Mythologie-Fleury Théâtre choisi de Molière-*Classique*; Advanced Conversation—four times a week.



Physics, twice a week.

Singing, twice a week.

Physical Training, twice a week.

Drawing (twice a week)—

Water color from leaves, flowers and still life; charcoal drawings from cast of heads; isometric and orthographic projection; mechanical drawing for machine details. The department of work optional.

### Senior.

English.—As in English Course—four times a week.

Latin.—Sallust, Catiline; Cicero, Orations VI.; Latin Composition—four times a week.

German or French. French.—Grammaire Supérieure de l'Onadémie, Cours de Littérature Classique, Cours Complete de Conversation avec Proverbes et Tdiomes, Translation of "Graziella"—four times a week.

Chemistry.

Trigonometry or Higher Algebra or History (Intensive), three times a week.

Singing, twice a week.

Physical Training, twice a week.

Drawing, twice a week. Optional.

### English Course.

#### GRADE C.

English.—Myths; Iliad, I.-VI.; Idylls of the King; Euripides, Alceestis; Virgil, Æneid, I.-VI.; Ben Hur.

English History and Civil Government.

Algebra.—To Quadratics.

Zoölogy.—One term.

Botany.—One term.

Singing, twice a week.

Physical Training, twice a week.

Drawing.—As in Scientific Course—twice a week.

#### GRADE B.

English.—Selections from Dante's Inferno; Prologue to Canterbury Tales and Knight's Tale; Midsummer Night's Dream—three times a week. Additional, twice a week.

Algebra.—Beginning with Quadratics, through the Progressions—three times a week.

Geometry.—Three books with Constructions and Original Demonstrations—twice a week.

History.—Greek and Roman, with their Oriental connections—three times a week.

Physics, three times a week.

French or German.—As in Scientific Course—four times a week.

Singing, twice a week.

Physical Training, twice a week.

Drawing.—As in Scientific Course—twice a week.

#### GRADE A.

English.—Sir Roger de Coverley Papers; Vicar of Wakefield; Deserted Village; Gray's Elegy; Selections from Burns' Poems—twice a week. Additional, twice a week. Rhetoric, twice a week.

Geometry.—Books IV.—VII.—three times a week.

History.—Roman, one term; French, one term—three times a week.

Review American History or Higher Arithmetic, twice a week.

Physics, twice a week.

French or German.—As in Scientific Course—four times a week.

Singing, twice a week.

Physical Training, twice a week.

Drawing.—As in Scientific Course—twice a week.

#### Senior.

English.—Hamlet; Selections from Paradise Lost; Selections from Wordsworth's Poems; Emerson's Essays, Eloquence and Behavior; Selections from Lowell's Essays and Poems; Selections from Tennyson; David Copperfield; Mill on the Floss—four times a week.

French or German.—As in Scientific Course—four times a week.

Chemistry.

Trigonometry or Higher Algebra—three times a week.

History (Intensive)—three times a week.

Singing, twice a week.

Physical Training, twice a week.

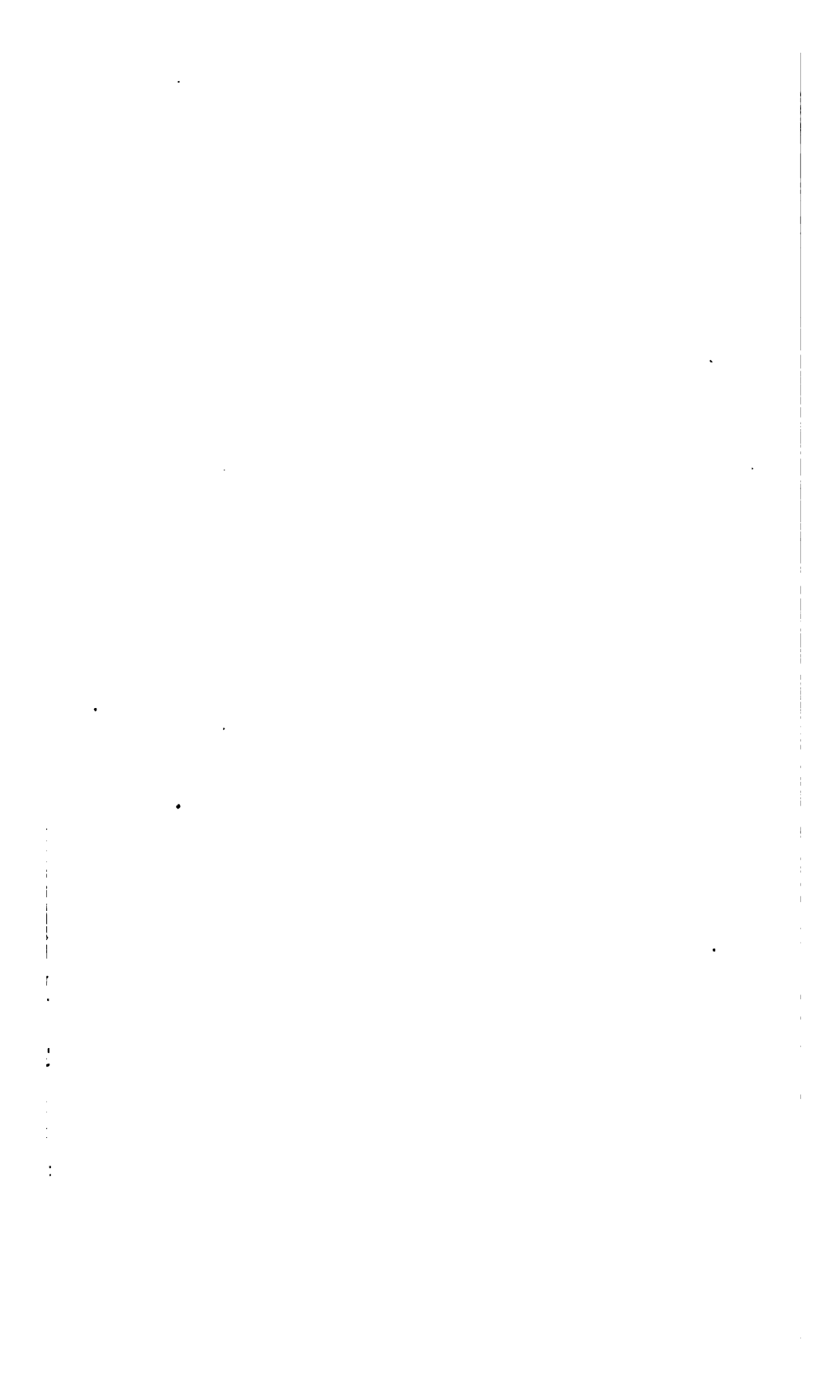
Drawing.—As in Scientific Course—twice a week.

#### Elective.

Instrumental Music. Manual Training.

The diploma of the institution is given on the completion of either of the above courses.

The diploma will be received in lieu of an examination for persons desiring to enter Wellesley, Vassar, The Woman's College at Baltimore, Rutgers, and several other colleges.



## REGULATIONS.

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The spring term in 1895 will begin February 5th. The spring vacation will extend from 12 M., April 12th, to 10:30 A. M., April 22d. The Schools will close for the summer vacation June 19th. The fall term will begin Tuesday, September 10th, at 8:45 A. M. The spring term in 1896 will begin February 4th.

The Schools will be closed on Washington's Birthday, Decoration Day, Thanksgiving Day and the day following. A vacation of about ten days is given at the Christmas holidays.

### Necessaries.

Each lady boarder should have overshoes, an umbrella and a water-proof cloak. Each gentleman boarder should have overshoes, an umbrella and slippers. Every boarder should be provided with a napkin-ring, and two clothes bags distinctly marked with his or her name.

Young ladies should be provided with a gymnasium suit, which they may bring with them, or which may be secured in Trenton at about \$4 cost.

This suit should be made of navy-blue or dark red flannel, and consist of a short divided skirt and a blouse with very loose sleeves and very long waist.

Young gentlemen should be provided with a gymnasium suit consisting of gray flannel shirt, gray trousers and black canvas slippers; also, they should be provided with bath towels.

### Government.

In the "Boys' Hall" is a Preceptor, and in the "Girls' Hall" a Preceptress. The Preceptor and Preceptress attend to the discipline and all the regulations governing the students in the halls, looking after their habits of study, recreation, amusements, absence, library rules, the assignment of rooms, &c.

### Restrictions.

The young ladies are not permitted to go into town except at stated times. All are expected to take exercise at the appointed times. No one is permitted to be absent during study hours without accepted excuse.

Pupils are not permitted to visit home or leave Trenton during term time excepting for urgent reasons, and then on the written application of the parent, signed by the Principal.

Pupils are expected to be governed by the specific rules of the halls, at all times deporting themselves as gentlemen and ladies, avoiding questionable practices, such as the use of tobacco, vulgarity or rudeness of any kind. Frequenting liquor saloons or places of ill-repute will be deemed just cause for suspension. Students will be held responsible and required to pay for any damages to the School property by themselves or their visitors. For hygienic reasons, students will not be permitted to bring or receive from home any eatables excepting fresh fruit.

Previous to holidays and vacations the School closes at 12 M. Students will not be permitted to leave before this hour for shopping or other purposes, as the School must be kept intact until the regular time of closing, and the afternoon affords time to reach any part of the State.

Persons not wishing to comply with the above conditions are earnestly requested not to make application for admission to the School.

#### **Arrivals.**

Students will not be received at the boarding halls until the day before the opening of the Schools, namely, Monday, September 10th. Students intending to board at the halls should come on the 10th, that they may get their rooms arranged and be ready for work the following morning. On arriving at the station, the student should give his check for baggage to the local expressman, who will deliver all baggage at moderate terms, and then proceed directly to the boarding halls, which are located on Clinton avenue but a short distance from either of the main stations. From the Clinton street station of the Pennsylvania railroad the halls are distant but three blocks. From the Reading station on Warren street, the Perry street cars pass the School grounds.

#### **Guests.**

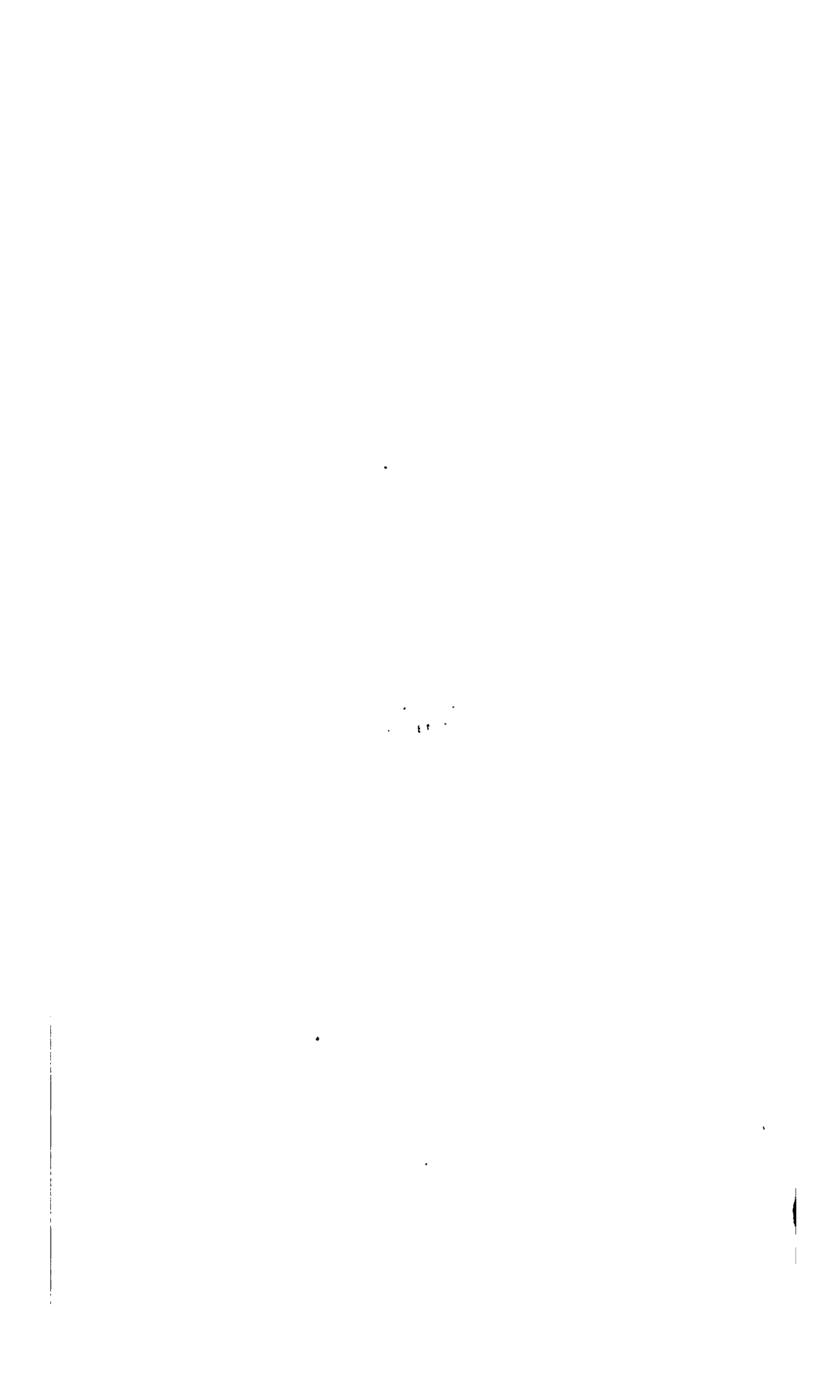
When there is room, guests of the students will be entertained at the halls at a cost of \$1 per day.

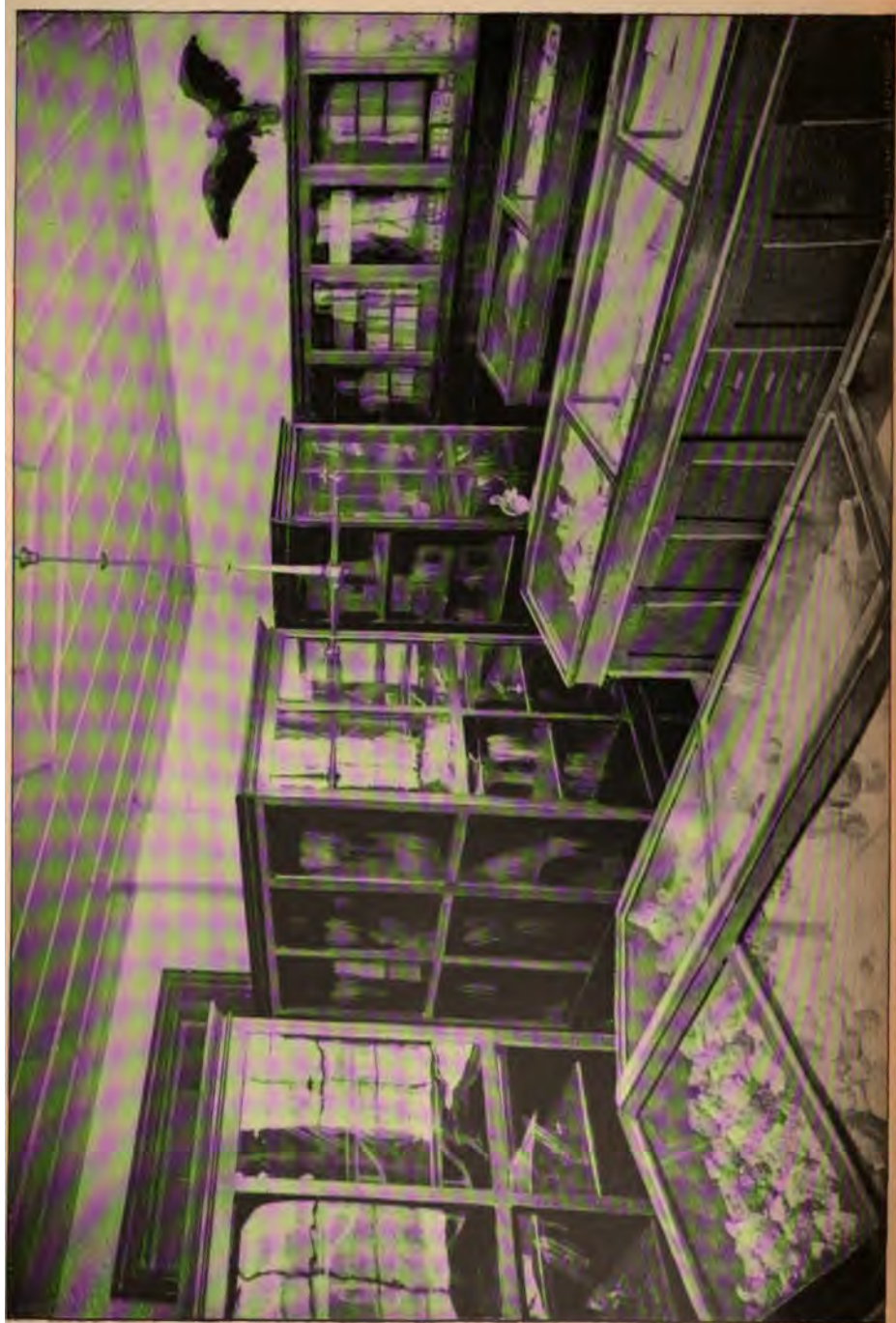
#### **Religious Services.**

The student or his parents are expected to name his denomination and the student to attend the morning service and Sunday-school of the church or churches of that denomination designated by the School. Attendance upon the evening service is optional.

#### **Appointments.**

Persons living at a distance, and desiring to meet the Principal on business, should make an appointment before coming to the School, as his duties sometimes compel his absence from the Schools.





### Boarding Halls.

The Boarding Halls are handsomely fitted up. They are strictly cared for in all sanitary matters. They are provided with baths and closets. The sleeping-rooms are furnished with Brussels carpets, hard-wood bed-room sets, are lighted by gas, heated by steam, and their walls nicely papered. All bedding and towels, excepting bath towels, are furnished. Persons desiring rooms should make application as soon as they decide to come, that a room may be reserved for them. The older students are given the choice of rooms. Neither the rooms selected before the close of school by the old students nor those reserved for new students will be held longer than the third day after the opening, unless by special arrangement.

### Registration.

As soon as a person decides to enter the School she should send for registration her full name, age, address, the department (Normal or Model) she desires to enter, and whether or not she wishes board at the Boarding Hall, also a reference as to her character.

The number of rooms at the Hall is limited, and they will be reserved for students in the order of their application.

Students are not permitted to board elsewhere than at the Hall, excepting by permission of the Principal. This permission is limited to boarding with near relatives or friends under very special circumstances.

### Statement of Physical Condition.

In order to assist the officers of the School in their endeavor not only to guard against the occurrence of illness among the pupils, but also to make vigorous men and women of them, parents are requested to provide the students with answers, as fully as possible, to the following questions:

Age?

Birthplace?

Nationality?

If father is dead, what was the cause of death?

If mother is dead, what was the cause of death?

Which does he (or she) most resemble, father's or mother's family?

Is his (or her) general health good?

Has he (or she) always had good health?

What hereditary diseases are there in the family?

What children's diseases has the pupil had?

Has he (or she), within two weeks, been exposed to any contagious disease, and if so, what?

Has he (or she) been vaccinated, and if so, when?



Are the eyes in good condition?

Check (+) such of the following diseases as he (or she) is subject to:

Boils, jaundice, dizziness, sleeplessness, rheumatism, dyspepsia, bilious attacks, habitual headache, skin eruptions, cold in head or throat.

Have you any information to give as to his (or her) general health, or as to any particular tendencies to be guarded against?

### **Washing.**

The washing is included in the price for board.

Each student is limited to twelve pieces per week, exclusive of handkerchiefs. A moderate charge is made for any further washing.

### **Board.**

A good, substantial, wholesome living is provided. While the food is plain, it is of the best in quality. The halls have their own bakery, and the cooking and baking are of the best.

The following bill of fare will give a good general idea of the living. The housekeeper exercises her taste in adding as much variety as the largeness of the numbers will permit:

### **Bill of Fare.**

#### **BREAKFAST.**

White bread, and either oatmeal, hominy or corn bread ;  
sometimes Graham bread.

Fried potatoes, meat, eggs or fish.

Coffee.

Milk and sugar—as much as desired for oatmeal.

The sick are furnished with toast, or any reasonable specialty.

#### **DINNER.**

Meat, either roast or fried.

Three vegetables.

Dessert always. Usually ice cream on Sundays.

#### **SUPPER.**

Bread or rolls.

Tea.

A fruit of the season.

Cold meat.

Cheese.

Cake.

Milk.

**Rates.****BOARDERS.**

All payments must be made quarterly, in advance.

There are in each school-year two terms of two quarters each, making four quarters of about ten weeks in length.

Model pupils and Normal pupils, not intending to teach, pay \$50 a quarter; namely, \$37.50 for board and \$12.50 for tuition and books.

Normal pupils, intending to teach, pay as follows, per quarter:

Ladies, \$37.50 for board, and \$1 for use of books.

Gentlemen, \$39.00 for board, and \$1 for use of books.

These charges cover all expenses, including washing.

Pupils who enter within three weeks of the beginning of the quarter are chargeable for the whole quarter.

Pupils who are absent by permission, on account of sickness or for other unavoidable cause, for three weeks or more at one time, are entitled to a drawback of \$2.50 a week for board, and two-thirds of the tuition charges, for the period of said absence.

In cases of expulsion from School, there will be no drawback.

**Day Pupils.**

Normal day pupils, not intending to teach, pay \$12.50 per quarter.

Those intending to teach, pay \$1 per quarter for the use of books.

The charges for day pupils in the Model School, for tuition and use of books, are as follows, per quarter:

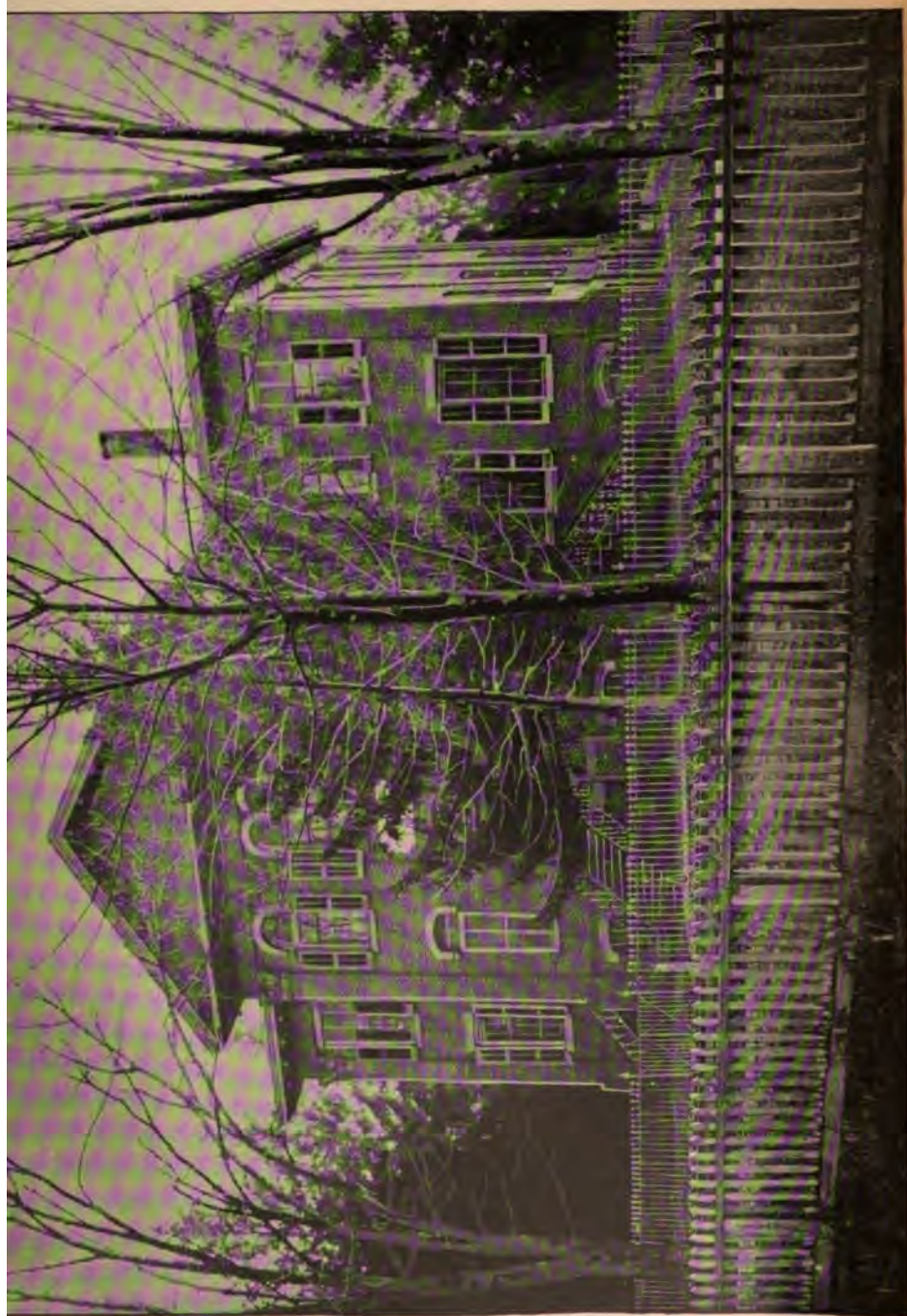
Primary, first year.....	\$6.50
Primary, second year.....	7.00
Primary, third year.....	8.00
Primary, fourth year.....	9.00
Grammar School, D.....	10.50
Grammar School, C.....	11.50
Grammar School, B.....	12.50
Grammar School, A.....	13.50
High School,.....	14.50

**Instrumental Music.**

The charge, both to boarders and to day pupils, is \$16, \$17 and \$18 (according to the class of piano) a quarter of eighteen lessons.







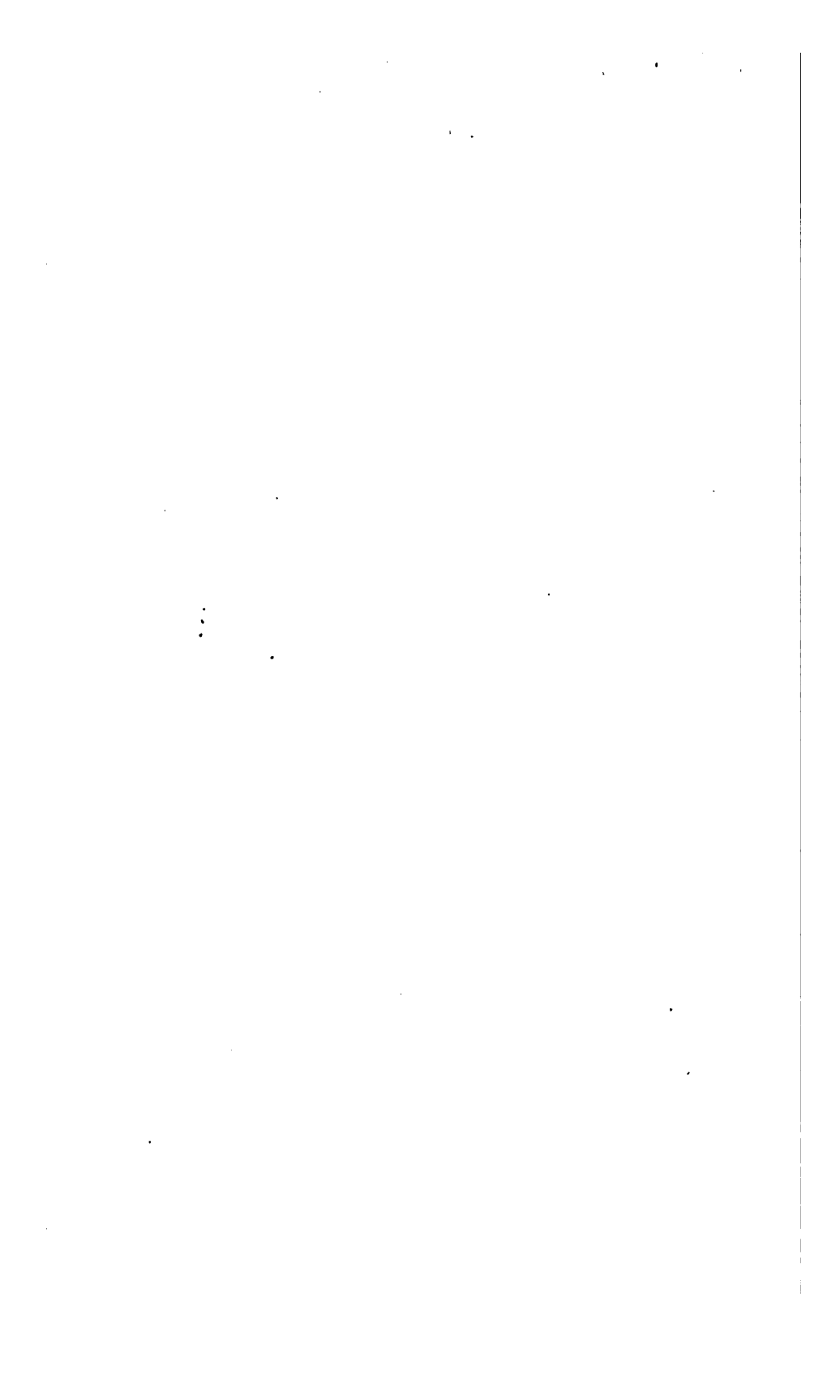
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ANNUAL REPORT  
OF THE  
FARNUM PREPARATORY SCHOOL  
BEVERLY, N. J.  
AN ADJUNCT OF THE  
NEW JERSEY STATE NORMAL SCHOOL,  
TRENTON, N. J.  
1894.

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## BOARD OF TRUSTEES.

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NICHOLAS MURRAY BUTLER, <i>Chairman</i> .....	Paterson.
WILLIAM R. BARRICKLO.....	Jersey City.
STEPHEN PIERSON.....	Morristown.
JAMES OWEN.....	Montclair.
BENJAMIN H. CAMPBELL .....	Elizabeth.
J. BINGHAM WOODWARD, <i>Treasurer</i> .....	Bordentown.
JAMES M. GREEN, <i>Secretary</i> .....	Trenton.





## OFFICERS AND INSTRUCTORS.

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**JAMES M. GREEN, PH.D.,** Principal,  
Trenton.

---

**JAMES B. DILKS, A.M.,** Resident Principal,  
Beverly,  
Instructor in Mathematics and Natural Science.

---

**CAROLINE B. BARLOW,**  
Instructor in Literature, History and Latin.

---

**MARY KEANE,**  
Instructor in Elocution, Grammar and Physical Culture.

---

**MARY W. HUTCHINSON,**  
Instructor of Primary Classes.

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**SUSIE M. CLARK,**  
Instructor in Drawing and Geography.



## TREASURER'S REPORT.

*Showing Receipts and Disbursements of the Farnum Preparatory  
School for the Year ending August 31st, 1894.*

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### RECEIPTS.

Balance from old account .....	\$1,086 90
From annual appropriation.....	1,200 00
Interest endowment fund.....	980 00
Tuition .....	2,744 75
	<hr/>
	\$5,991 65

### DISBURSEMENTS.

Salaries.....	\$8,775 00
Books and Stationery.....	237 89
Advertising and Printing.....	76 00
Water.....	15 00
Buildings and Furniture.....	154 85
Fuel.....	147 50
Incidental.....	79 86
Balance.....	1,506 05
	<hr/>
	\$5,991 65

Respectfully submitted,

J. BINGHAM WOODWARD,

Treasurer.

Audited and approved.

WILLIAM R. BARRICKLO,  
Chairman Committee on Finance and Auditing.



## FARNUM PREPARATORY SCHOOL.

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The history of the Farnum School is nearly co-extensive with that of the Normal School. It was established through the beneficence of Paul Farnum, "to give to the citizens of Beverly and vicinity the best advantages for the education of their children, and to act in conjunction with the State Normal School in the work of preparing teachers for the public schools of the State."

This institution is now too well established to need further introduction. The past year has been one of increased prosperity over preceding years both in numbers and income.

The School has been influenced by local conditions and sentiments, which have made it seem more conservative than the progressive educational sentiment of the period would warrant. The time has now arrived when these conditions can be overcome, and the following changes will show that the school is quick to take advantage of its opportunities.

The course of study, which has always been too much crowded, has been lengthened one year, and so far as it extends, made to conform to that of the Model School.

A professionally-trained teacher of drawing has been added to the corps of teachers. This addition not only strengthens that important department, but aids all the other departments by allowing their respective teachers more time for their recitations.

The department of English has been revised and much improved in its literary character.

Class work in singing has been introduced.

The tuition fees have been slightly raised.

The building has been renovated and repaired.

Indeed the spirit of improvement seems to be manifesting itself in every phase of the school, and it is gratifying to note that this spirit is reciprocated by the patrons.

The report of the Treasurer shows a balance of \$1,506.05, an addition of \$419.15 to that of last year.

## ATTENDANCE.

	Males.	Females.	Total.
First quarter.....	58	85	143
Second quarter.....	57	80	137
Third quarter.....	60	80	140
Fourth quarter.....	49	80	129

The number of different pupils enrolled during the year was 150; males 61, females 89.

The above figures show a gain of six in the total enrollment over that of last year. The Primary Department fell off somewhat in numbers, but the decrease was more than balanced by the increase in the advanced classes. Twenty-seven of the pupils are preparing for the Normal School.

Ten young ladies were graduated in June, four of whom have entered the Normal School; the remainder have assumed other duties.

The exercises of commencement week were of more than usual interest. Following is the programme:

# COMMENCEMENT EXERCISES

## OF THE

### FARNUM PREPARATORY SCHOOL.

Thursday Evening, June 14th, 1894, at 8 o'clock.

First Honor.....LAURA DOVER.  
Second Honor.....CORNELIA B. FORD.

#### PROGRAMME.

SELECTION—Instrumental.....GRACE M. WILSON.

#### PRAYER.

CHORUS—By The Noble River's Side.

ESSAY—The Study of History.....CORNELIA B. FORD.

RECITATION—King Volmer and Elsie.. .....J. G. Whittier.

MARTHA B. SASSAMAN.

SONG—The Ferry for Shadowtown.....*Reginald de Koven.*

KATHERINE S. RUE.

ESSAY—Open Sesame.....FLORENCE A. KAY.

ESSAY—The Power of Little Things.. .....LAURA DOVER.

CHORUS—The Bugle Song.

\*ESSAY—Historic Monmouth.....ANNA S. GASKILL.

RECITATION—Katherine's Defense before Woolsey.....*Shakespeare.*

MINNIE M. PRITCHETT.

INSTRUMENTAL DUET—Galop Brilliant.....*Francois Behr.*

KATHERINE S. RUE and GRACE M. WILSON.

\*ESSAY—A View from a Hill-top.....REBECCA THOMAS.

ESSAY—A Relic of an Ancient Civilization.

HELEN T. HUNT.

ESSAY—Music.....LOUISE M. BETTICHER.

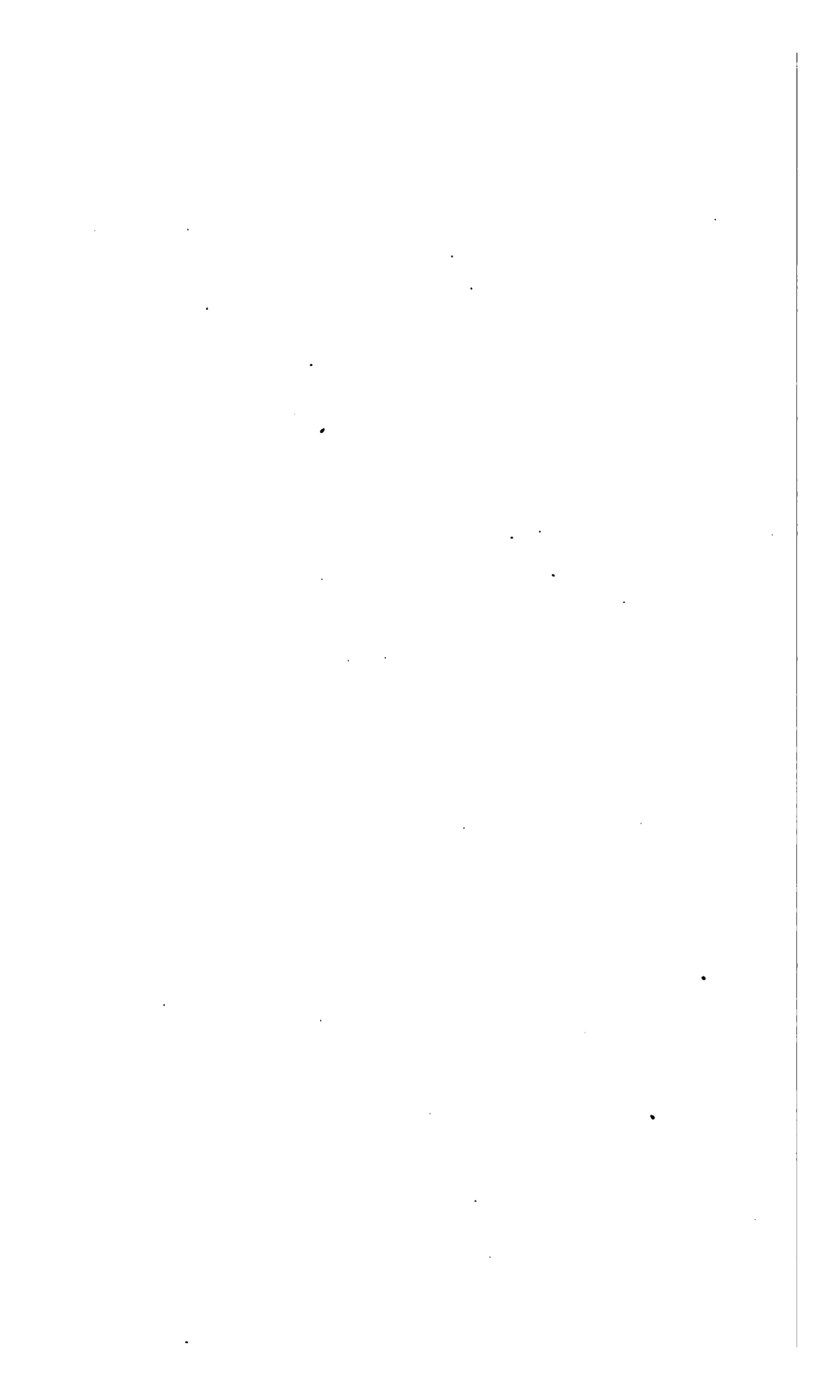
CHORUS—Those Evening Bells.

#### CONFERRING DIPLOMAS.

CHORUS—The Song of Nature.

\*Excused.





## GRADUATES.

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<i>Name.</i>	<i>Residence.</i>
BETTICHER, LOUISE M.....	Beverly.
DOVER, LAURA.....	Parry.
FORD, CORNELIA B.....	Beverly.
GASKILL, ANNA S.....	Windsor.
HUNT, HELEN T.....	Delanco.
KAY, FLORENCE A.. .....	Beverly.
PRITCHETT, MINNIE M.....	Delanco.
RUE, KATHERINE S.....	Beverly.
SASAMAN, MARTHA B.....	Beverly.
THOMAS, REBECCA.....	Cinnaminson.



## REGISTRY.

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The following is the enrollment of the students of the Farnum School, with their classification at the close of the year :

### SENIOR A.

<i>Name.</i>	<i>Residence.</i>
Beckenbach, Arnold J.....	Palmyra.
Betticher, Louise M.....	Beverly.
Dover, Laura.....	Parry.
Ford, Cornelia B.....	Beverly.
Gaskill, Anna S.....	Windsor.
Hunt, Helen T.....	Delanco.
Kay, Florence A.....	Beverly.
Kimble, Mamie G.....	Jacksonville.
Mann, H. Elfieda.....	Beverly.
Mohn, Martha.....	Beverly.
Pritchett, Minnie M.....	Delanco.
Rue, Katherine S.....	Beverly.
Sassaman, Martha B.....	Beverly.
Sleeper, C. Anna V.....	Palmyra.
Thomas, Rebecca.....	Cinnaminson.

### SENIOR B.

Betticher, Mabel N.....	Beverly.
Birkhead, Florence.....	Beverly.
Carty, Flora.....	Florence.
Carty, Marion.....	Florence.
Chambers, Essie T.....	Beverly.
Crossette, Lily.....	Beverly.
De Armond, Edna.....	Beverly.
Denniston, Paul H.....	Beverly.
Dewson, Mamie.....	Beverly.
Jordan, Ella P.....	Beverly.
Logan, Cora M.....	Beverly.
Perkins, John B.....	Beverly.

<i>Name.</i>	<i>Residence.</i>
Rogers, Maggie.....	Beverly.
Russ, Louise E.....	Beverly.
Simon, Maggie O.....	Beverly.
Shedaker, Harry P.....	Edgewater Park.
Stradling, J. Garry.....	Edgewater Park.

## JUNIOR A.

Anderson, Howard T.....	Riverton.
Ashbrook, J. Porter.....	Bridgeboro.
Atkinson, Belle M.....	Edgewater Park.
Chambers, G. Bertie.....	Riverton.
Conover, Richard A.....	Bridgeboro.
Craige, Jerome W.....	Bridgeboro.
De Armond, Clarence.....	Beverly.
Dougherty, Mamie.....	Florence.
Durar, Margarette.....	Beverly.
Elliott, Elwood.....	Bridgeboro.
Forrester, Willie P.....	Palmyra.
Gibson, Maggie T.....	Burlington.
Gray, Jean G.....	Beverly.
Harris, Herman S.....	Cinnaminson.
Heaton, Frank H.....	Bridgeboro.
Hibbs, Laura G.....	Riverton.
Hires, James H.....	Palmyra.
Knodle, E. Roberta.....	Beverly.
Lambert, Charlotte E.....	Riverside.
Levin, Siegmund H.....	Beverly.
Lokee, Florence A.....	Burlington.
Nickelson, L. Ella.....	Beverly.
Poulterer, Stanley N.....	Riverton.
Price, Mabel F.....	Beideman.
Read, Carrie B.....	Beverly.
Reed, Ned.....	Beverly.
Rockhill, Emily E.....	Beverly.
Shedaker, Ella M.....	Beverly.
Simon, Ella P.....	Beverly.
Street, J. Fletcher.....	Beverly.
Taubel, Willie F.....	Riverside.
Taylor, Malcolm S.....	Beverly.
Tullis, Nellie E.....	Bridgeboro.
Walnut, Mame P.....	Riverton.
Wilson, Grace M.....	Beverly.
Wood, Thomas C.....	Florence.
Vansciver, Rena J.....	Beverly.
Young, Jennie S.....	Camden.

## JUNIOR B.

<i>Name.</i>	<i>Residence.</i>
Betticher, Charles E.....	Beverly.
Bramall, Sallie C.....	Riverside.
Carty, Linda.....	Florence.
Coffee, Eugene M.....	Beverly.
Conard, Mabel D.....	Beverly.
Elliott, Amy R.....	Delanco.
Elliott, Vernie M.....	Bridgeboro.
Fish, Bertha.....	Beverly.
Horner, Emma.....	Camden.
Hunter, Harry H.....	Delanco.
Lambert, Chauncey B.....	Riverside.
Perkins, Maude T.....	Beverly.
Platt, Frank B.....	Burlington.
Poulterer, Willie C.....	Riverton.
Robbins, Lily M.....	Florence.
Rogers, Charlie C.....	Beverly.
Rue, S. Potter.....	Beverly.
Russ, Bertha M.....	Beverly.
Sonder, Edna B.....	Beverly.
Wynne, Maggie T.....	Beverly.
Young, J. Taylor.....	Riverton.

## INTERMEDIATE A.

Atkinson, Robert J.....	Edgewater Park.
Betticher, Julius C.....	Beverly.
Blyler, Earl R.....	Beverly.
Blyler, Walter T.....	Beverly.
Bryan, Agnes R.....	Beverly.
Bryan, Martha B.....	Beverly.
Chambers, Kittie M.....	Beverly.
Craythorn, Howard.....	Beverly.
Denniston, Mabel.....	Beverly.
Gray, Sadie F.....	Beverly.
Lane, Albert M.....	Beverly.
Larzere, Adolphus.....	Beverly.
Levin, Morris R. H.....	Beverly.
Monroe, Harry C.....	Beverly.
Pashley, Alice W.....	Beverly.
Purcell, Paul.....	Beverly.
Rue, Fannie E.....	Beverly.
Shedaker, Irene.....	Beverly.
Walnut, Bessie T.....	Riverton.
Woodington, Lizzie.....	Beverly.

## INTERMEDIATE B.

<i>Name.</i>	<i>Residence.</i>
Brown, Hugh.....	Beverly.
Cortright, Nannie.....	Beverly.
Fish, Lidle F.....	Beverly.
Hillary, Marie W.....	Delanco.
Hughs, Frank.....	Bridgeboro.
Jones, Gertie M. ....	Delanco.
Perkins, Florence M.....	Beverly.
Perkins, Josephine.....	Beverly.
Perkins, Myrtle.....	Beverly.
Porter, Gertie.....	Beverly.
Shubert, Charles K.....	Beverly.
Walter, Allie.....	Riverside.

## PRIMARY A.

Baird, Addie R.....	Beverly.
Donovan, Mabel E.....	Riverside.
Bramall, Leon H.....	Bridgeboro.
Eldridge, Pearl B.....	Beverly.
Gray, Alan P.....	Beverly.
Hannell, Joseph F.....	Delanco.
Hood, Milton C.....	Beverly.
Merritt, Frederick A.....	Beverly.
Porter, Laura.....	Beverly.
Reed, Bertha S.....	Beverly.
Welsh, Willie A.....	Beverly.

## PRIMARY B.

Baird, Alan J. ....	Beverly.
Hillary, W. Hillary.....	Delanco.
Noely, Walter C.....	Beverly.
Perkins, Oliver T.....	Beverly.
Rue, Mollie A.....	Beverly.

## PRIMARY C.

Bryan, Isabel A.....	Beverly.
Gallagher, E. Norris.....	Beverly.
James, Emma D.....	Beverly.
McElroy, Sarah.....	Beverly.
Patmona, Joseph S.....	Beverly.

## PRIMARY D.

<i>Name.</i>	<i>Residence.</i>
Atkinson, Albert A. ....	Edgewater Park.
Barker, Mary.....	Beverly.
Cartright, Edwin.....	Beverly.
Perkins, Julia S.....	Beverly.
Reed, T. Chandler.....	Beverly.
Rockhill, Annabelle..	Beverly.

## Summary.

	Males.	Females.	Total.
Graduates.....	0	10	10
Total enrollment for the year.....	61	89	150
“ “ during first quarter.....	58	85	143
“ “ second quarter.....	57	80	137
“ “ third quarter.....	60	80	140
“ “ fourth quarter.....	49	80	129
Enrollment in Senior A Class.....	1	14	15
“ Senior B Class.....	4	13	17
“ Junior A Class.....	18	20	38
“ Junior B Class.....	9	12	21
“ Intermediate A Class.....	10	10	20
“ Intermediate B Class.....	4	8	12
“ Primary A Class.....	6	5	11
“ “ B Class.....	4	1	5
“ “ C Class.....	2	3	5
“ “ D Class.....	8	3	6
Total enrollment.....	61	89	150

The following pupils were admitted free of tuition charges, upon the condition of their signing contract to enter the State Normal School after completing the course in the Farnum School :

## SENIOR A.

<i>Name.</i>	<i>Residence.</i>
Betticher, Louise M.....	Beverly.
Dover, Laura.....	Parry.
Gaskill, Anna S.....	Windsor.
Kimble, Mamie G.....	Jacksonville.
Sleeper, C. Anna V.....	Palmyra.
Thomas, Rebecca.....	Cinnaminson.



## SENIOR B.

<i>Name.</i>	<i>Residence.</i>
Carty, Flora.....	Florence.
Carty, Marion.....	Florence.
Crossette, Lily.....	Beverly.
Dewson, Mamie.....	Beverly.

## JUNIOR A.

Atkinson, Belle M.....	Edgewater Park.
Dougherty, Mamie A.....	Florence.
Gibson, Maggie T.....	Burlington.
Gray, Jean G.....	Beverly.
Lokee, Florence A.....	Burlington.
Nickelson, L. Ella.....	Beverly.
Price, Mabel F.....	Beideman.
Read, Carrie B.....	Beverly.
Rockhill, Emily E.....	Beverly.
Tullis, Nellie E.....	Bridgeboro.
Vansciver, Rena J.....	Beverly.

## JUNIOR B.

Carty, Linda.....	Florence.
Elliott, Amy R.....	Beverly.
Perkins, Maude T.....	Beverly.
Robbins, Lily M.....	Florence.
Souder, Edna B.....	Beverly.
Wynne, Maggie T.....	Beverly.

## REMARKS.

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Farnum Preparatory School is located in the city of Beverly, noted for its healthfulness and beauty of situation, on a high bluff of the Delaware river, about fifteen miles from Philadelphia. The School is in the vicinity of some of the finest private residences to be found anywhere on the banks of the Delaware.

It was built by Paul Farnum in the year 1855, and on October 6th, 1856, it was formally opened. By an act of the Legislature, approved March 20th, 1857, it was made a part of the State School System and placed under the control of the Trustees of the State Normal School, Mr. Farnum at the same time, by will, placing upon it an endowment of twenty thousand dollars.

### OBJECTS.

The objects of the School are two-fold—

*First.* To furnish to the citizens of Beverly and vicinity a well-organized and well-conducted school, and the best advantages for the proper education of their children.

*Second.* To act in conjunction with the Normal School in the work of preparing teachers for the public schools of the State.

That the first object is attained is obvious from the continued patronage, notwithstanding there are other excellent schools in the vicinity; and also by the positions taken by the graduates of the School in business and in professions other than teaching.

That the second object is attained is seen by the fact that the graduates are found as teachers in the public schools throughout the State, especially in the southern districts. It is true that the majority of these teachers are also graduates of the Normal School; for this School does not take the place of the work of the Normal, but prepares for it, the pupils leaving this School to finish at the Normal.

### COURSE OF STUDY.

The curriculum includes Orthography, Reading, Declamation, Grammar, Composition, Rhetoric, Literature, Arithmetic, Algebra, Geometry, Geography, United States History, General History, Drawing, Penmanship, Book-keeping, Physiology, Zoölogy, Botany, Latin (Grammar, Reader, Cæsar, Virgil, Cicero), Greek (Grammar, Xenophon, Homer). Beginning with September 10th, 1894, the arrangement of studies is the same as that of the Model School.

### Organization.

There are three departments, viz., the Primary, extending over four years; the Grammar School, extending over four years, and the High School, extending over three years.

Pupils intending to teach are admitted into the High School Department free of tuition charges, upon passing a satisfactory examination and signing the following contract, viz.: *The undersigned, having been admitted as pupils in the High School Department of the Farnum Preparatory School, hereby declare it is their intention to qualify themselves for the profession of Teaching; and they hereby engage, on leaving this School, to enter the New Jersey State Normal School to complete the necessary training for that profession, or in default thereof, they agree to pay the tuition charges for the time they have been members of the Preparatory Class.*

Any such pupils failing to be promoted two years in succession will not be allowed to re-enter the class.

These pupils are given daily lessons in teaching, and are required to assist the instructors in the work of the School.

Pupils desiring to pursue a select course of study, and who may not have time to pass through the course as marked out by the Faculty, may, under certain restrictions, choose from the studies of the other classes those they may wish. These will be charged for tuition at the rate of the class with whom, for the greater part, they recite.

### Promotion.

A standing of seventy per cent. is required for promotion from each subject. Examinations are held in September of each year for those pupils who fail to pass the examinations at the end of the preceding year.

Those pupils who pass a satisfactory examination after completing the work of the High School Department, are received into the second year of the Normal School, at Trenton, upon the recommendation of the Faculty of the Farnum School.

All pupils who complete the course of study prescribed by the Faculty will receive a Diploma of Graduation.

### Tuition.

*The tuition is payable quarterly in advance.* Pupils will not be allowed to continue a second term if the tuition of the previous term remains unpaid. By order of the Board this rule will be strictly enforced.

Charges are made from the week of entering the School. In case of expulsion from School or absence without permission of the Resident Principal, there will be no drawback.

*No deduction in charge will be made for absence, except in case of illness, and then for a period of not less than three weeks. Pupils leaving School before the end of the term must pay for the whole term, unless a special arrangement is previously made.*

#### **Books.**

Books are supplied free of charge if kept in good condition, allowing for ordinary wear and tear.

When any pupil shall lose, deface or injure a book, he will be required to pay for it within a week afterwards or all his books will be recalled.

Pupils in the Preparatory Department, intending to teach, are charged one dollar per term for the use of books.

#### **Reports.**

*Quarterly Reports* of each pupil's standing in recitation, conduct and attendance are sent home. Parents are requested not to pass these reports over without a critical examination, as they are valuable in proportion as they are noticed.

#### **Public Entertainments.**

In June of each year Commencement exercises are held in the School building. These exercises consist of essays, recitations, &c., in which only the members of Senior A Class take part. At other times during the year entertainments are given in which members of other classes take part.

#### **Time of Opening.**

The doors open in the morning for the admission of pupils at 8:30 o'clock. The daily sessions begin at 9 A. M. and close at 2:45 P. M.

#### **Damages.**

Students will be held liable for and obliged to pay all damages occasioned by them to any of the buildings and furniture beyond that of ordinary wear.



## FARNUM RATES OF TUITION.

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### Primary Department.

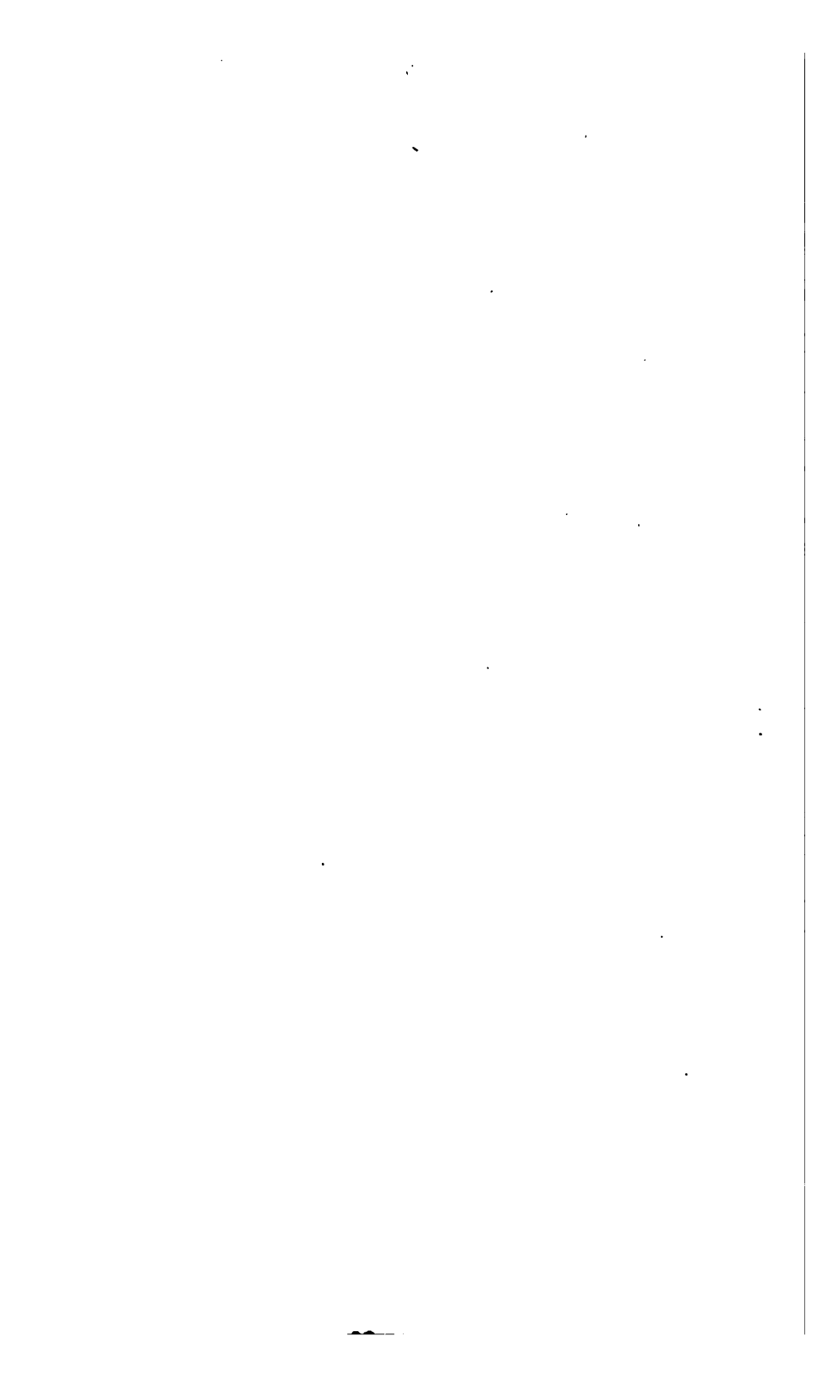
Class C, per quarter.....	\$4 00
Class B, per quarter.....	4 00
Class A, per quarter.....	4 00

### Grammar School Department.

Class D, per quarter.....	\$6 00
Class C, per quarter.....	7 00
Class B, per quarter.....	8 00
Class A, per quarter.....	9 00

### High School Department.

Class B, per quarter.....	\$10 00
Class A, per quarter .....	11 00
Senior, per quarter.....	12 00



## CALENDAR FOR 1894-95.

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**First Quarter, September 10th to November 16th.**

**Second Quarter, November 19th to February 1st.**

**Third Quarter, February 4th to April 12th.**

**Fourth Quarter, April 15th to June 13th.**

### **Vacations.**

**Christmas Holidays, December 22d, 1894, to January 1st, 1895.**

**Summer Vacation, June 14th to September 8th, 1895.**

### **Holidays.**

**Thanksgiving Day and day following, Washington's Birthday, Good Friday and Easter Monday, and Decoration Day.**

### **Commencement.**

**Thursday evening, June 13th, 1895.**





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Document No. 33.

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State Board of Education of New Jersey.

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FORTY-FIRST ANNUAL REPORT

OF THE

New Jersey State Normal School

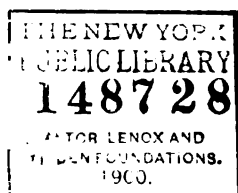
AND

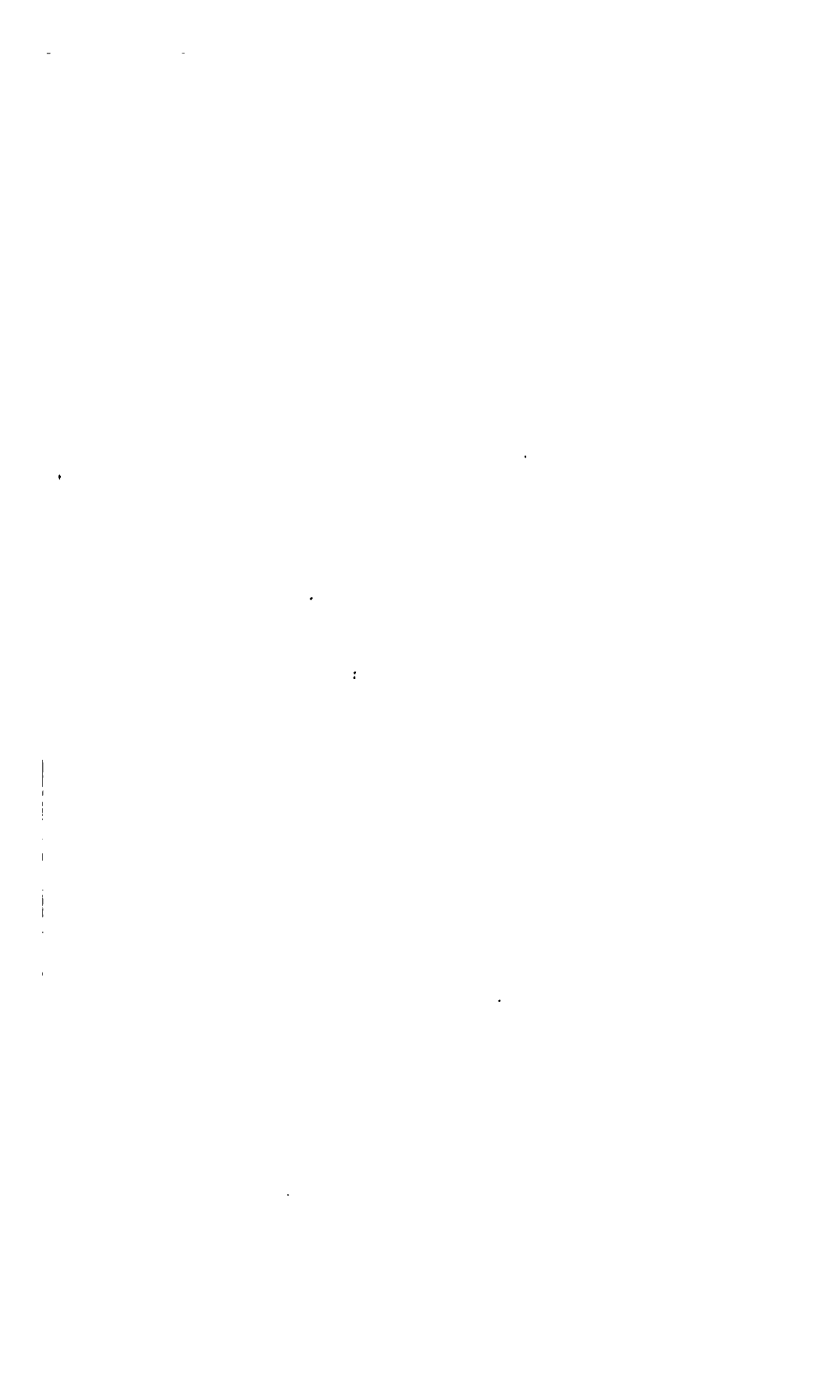
ACCOMPANYING DOCUMENTS,

FOR THE

Year ending June 30th, 1895.

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STATE NORMAL AND MODEL SCHOOLS, TRENTON, N. J.

MEMBERS  
OF THE  
State Board of Education of New Jersey.

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*First District.*

BOND V. THOMAS, Millville; GEORGE A. FREY, Camden.

*Second District.*

JAMES BINGHAM WOODWARD, Bordentown; SILAS R. MORSE, Atlantic City.

*Third District.*

JAMES DESHLER, New Brunswick; T. FRANK APPLEBY, Asbury Park.

*Fourth District.*

STEPHEN C. LARSON, Hackettstown; STEPHEN PIERSON, Morristown.

*Fifth District.*

FRANCIS SCOTT, Paterson; JAMES P. COOPER, Rutherford.

*Sixth District.*

JAMES M. SEYMOUR, Newark; JAMES L. HAYS, Newark.

*Seventh District.*

WILLIAM R. BARRICKLO, Jersey City; EVAN STEADMAN, Hoboken.

*Eighth District.*

BENJAMIN H. CAMPBELL, Elizabeth; JAMES OWEN, Montclair.



## OFFICERS OF THE BOARD.

---

President,  
JAMES L. HAYS.

Vice President,  
JAMES M. SEYMOUR.

Secretary (ex-officio) and State Superintendent,  
ADDISON B. POLAND.

Treasurer of Normal School,  
J. BINGHAM WOODWARD.

Treasurer of School for Deaf-Mutes,  
WILLIAM S. HANCOCK.

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## COMMITTEES.

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### FINANCE AND AUDITING.

William R. Barricklo,	George A. Frey,	Bond V. Thomas,
Evan Steadman,		Joseph P. Cooper.

### BUILDINGS AND GROUNDS.

J. Bingham Woodward,	James M. Seymour,	James Deshler,
George A. Frey,	William R. Barricklo,	James Owen,
	T. Frank Appleby.	

### EDUCATION.

James Owen,	Stephen Pierson,	William R. Barricklo,
Benjamin H. Campbell,	Bond V. Thomas,	Francis Scott,
	Silas R. Morse.	

### CENSUS.

Silas R. Morse,	James P. Cooper,	Stephen C. Larison,
T. Frank Appleby,		James Deshler.





# REPORT OF STATE BOARD OF EDUCATION.

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*To the Senate and General Assembly:*

In pursuance of law there are presented herewith the detailed reports of the following institutions under the care of the State Board of Education: The Normal and Model Schools, the Normal Boarding Halls and the Farnum School, together with the annual report of the Committee on Finance of this Board relating to these institutions.

These reports show that the schools have had a prosperous year.

The annual enrollment is as follows: Normal, 537; Model, 563; Farnum, 136; a total of 1,236, which is 26 less than that of last year. The Normal Department shows an increase of 12, while both the Model and Farnum Departments show a slight decrease.

The graduates of the Normal School, 134 in number, have all received appointments to teach at an average salary slightly higher than that received by the class of last year.

The graduates of the Model and Farnum Schools have either successfully entered higher institutions of learning or have engaged in business pursuits.

The schools have shown a decidedly progressive spirit and have materially strengthened in favor.

The Faculty has been enlarged, hence the expenditures have been increased over those of last year, but the Treasurer's report shows a balance of \$2,776.82 to the educational account. A balance to the credit of the Boarding Hall account is \$4,970.

The buildings and grounds have been put in thorough repair and a number of permanent improvements made.

For full details concerning the matters mentioned herein you are referred to the accompanying reports of the heads of departments.

Very respectfully submitted,

JAMES L. HAYS,

President.



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## TREASURER'S REPORT.

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## TREASURER'S REPORT.

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Showing receipts and disbursements of the New Jersey State Normal School, for the year ending August 31st, 1895.

### RECEIPTS.

Balance from last report.....	\$3,769 67
From State Treasurer, annual appropriation.....	28,000 00
From tuition in Model School.....	21,102 23
From tuition in instrumental music.....	2,247 36
From use of books.....	1,818 00
From insurance dividend .....	130 00
Total .....	<u>\$57,067 26</u>

### DISBURSEMENTS.

Advertising .....	\$322 38
Apparatus.....	254 10
Books and stationery.....	2,771 18
Buildings and furniture.....	775 18
Express and postage.....	289 47
Fuel.....	1,809 10
Gas.....	111 28
Incidentals.....	609 45
Teaching instrumental music.....	1,745 98
Pianos.....	494 00
Salaries.....	44,764 08
Telegraph and telephone.....	126 48
Water.....	267 76
Balance.....	<u>2,776 82</u>
Total .....	<u>\$57,067 26</u>

## TREASURER'S REPORT.

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Showing receipts and disbursements of the New Jersey State Normal School Boarding Halls, for the year ending August 31st, 1895.

### RECEIPTS.

To balance from old account.....	\$5,998 85
To amount received from board.....	50,664 29
To amount received from all other sources.....	112 25
Total .....	<u>\$56,775 39</u>

### DISBURSEMENTS.

Repairs and improvements.....	\$2,847 34
Furniture.....	3,328 52
Fuel.....	1,761 77
Gas.....	1,827 86
Salaries.....	8,483 53
Rent .....	124 00
Water.....	164 93
Provisions.....	24,905 41
Incidentals.....	455 24
Principal and interest on Chumar property .....	7,957 29
Balance ..	<u>4,970 00</u>
Total.....	<u>\$56,775 39</u>

Respectfully submitted,

J. BINGHAM WOODWARD,

Treasurer.

Audited and approved.

WILLIAM R. BARRICKLO,  
Chairman Committee on Finance and Auditing.

THE  
END







PRINCIPAL'S RESIDENCE AND BOARDING HALLS OF THE STATE NORMAL & MODEL SCHOOLS.

## PRINCIPAL'S REPORT.

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*To the Board of Education of the State of New Jersey :*

GENTLEMEN—I herewith submit the forty-first annual report of the New Jersey State Normal School, with its auxiliaries, the Model and the Farnum Preparatory Schools, for the school year ending June 30th, 1895.

JAMES M. GREEN,  
Principal.

(18)



## PRINCIPAL'S REPORT.

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[Extract from the School Law of New Jersey.]

"There shall be a Normal School, or Seminary, for the training and education of teachers in the art of instructing and governing the common schools of this State, the object of which Normal School or Seminary shall be the training and education of its pupils in such branches of knowledge, and such methods of teaching and governing, as will qualify them for teachers of our common schools."

"Each county shall be entitled to at least six times as many pupils in the school as it has representatives in the Legislature; and in case any county is not fully represented additional candidates may be admitted from other localities on sustaining the requisite examination; the applicants shall give on admission a written declaration signed with their own hands, that their object in seeking admission to the school is to qualify themselves for the employment of public school teachers, and that it is their intention to engage in that employment in this State for at least two years or refund to the State the cost of their tuition."

"The board of trustees are authorized to maintain a Model School, under permanent teachers, in which the pupils of the Normal School shall have opportunity to observe and practice the modes of instruction and discipline inculcated in the Normal School, and in which pupils may be prepared for the Normal School."

The record of the Normal and Model Schools for the year just closed has not been marked by any striking or very unusual feature.

In the history of nations and institutions, there come times of revolution, reconstruction or reformation. These times are regarded as epochs, and easily attract the attention of the student as well as of the casual observer. But an institution shows its strength of character not so much by its conduct on special occasions, when it is conscious that its actions are on review, as by its integrity and directness of purpose in what may be termed the uneventful or monotonous periods of its existence.

During the past year our school has held steadily to its mission, as expressed in the extracts from our School law at the head of this

chapter, and the work accomplished may truly be regarded as evidence of strength.

The graduation from both branches of the school has been larger than ever before. The reception accorded these graduates, both by the higher institutions of learning and by those seeking teachers, has been even more marked than usual.

Our teachers have taken an active part in all the county institutes and educational conventions of the State, and were a factor in the programme of the National Educational Association, held at Denver, and a number of their writings have found a place in our educational journals and magazines.

The various Superintendents of Public Instruction have given us growing attention, and the visitation of teachers and patrons to the school has been large. All these things are evidence that the school is a growing force, and that the State is realizing more and more the object of its desire in fostering this institution.

It may be truly said that the school in its contact notes a broadening of the educational spirit in the State. This may be seen in a gradual disappearing of the petty jealousies among the various schools, the raising of the standards of many schools that they may come upon the "Approved List" and in the circulating among each other of the leading teachers. These are exceedingly hopeful signs.

It has been an astonishing fact of history that theologians, unlike the "Great Teacher" whose heart was large enough for all, have wasted much of their time in opposing each other rather than the common enemy. Likewise, teachers and educational institutions have spent much of their time in criticising each other rather than in spreading the light of wisdom. The gradual disappearance of this tendency is an exceedingly promising omen. The true spirit of education is ever widening, ever liberalizing. It has room for all and help for all, and recognizes the "fittest" by its own inherent strength rather than by destructive criticism.

It would not be graceful to close this introductory part of my report without expressing the regret felt by our school, in common with the entire educational department of the State, at the removal from among us and the withdrawal from our State Board of Dr. Nicholas Murray Butler. During Dr. Butler's membership of our Board, his influence and counsel were of great value. Aggressive yet

conservative and judicious, he left his impression in the introduction of Manual Training into our State System, the revising of our plan of licensing teachers, the classifying of our schools, the elevating of the character of our Teachers' Institutes and increasing the efficiency of our department of superintendence, besides the developing of our school in all its branches. When the far-reaching character of these measures is considered it will be seen that we cannot pay him a higher tribute than to acknowledge his important part in them. His frankness in conference, together with the respect he accorded the individuality of others, endeared him to all. While we cordially welcome "the coming," we most fervently God-speed the parting.

## ATTENDANCE.

*Normal.*

	Males.	Females.	Total.
First quarter.....	50	439	489
Second quarter.....	49	426	475
Third quarter.....	48	417	465
Fourth quarter.....	49	407	456

Total number of different students enrolled during the year, 587. Males, 55; females, 482.

*Model.*

	Males.	Females.	Total.
First quarter.....	250	268	518
Second quarter.....	255	260	515
Third quarter.....	246	232	478
Fourth quarter.....	234	230	464

Total number of students enrolled during the year, 563. Males, 274; females, 289. The average attendance per quarter was 494. Males, 246; females, 248.

*Farnum.*

	Males.	Females.	Total.
First quarter.....	52	80	132
Second quarter.....	50	79	129
Third quarter.....	48	76	124
Fourth quarter.....	42	72	114

Total number of students enrolled during the year, 136. Males, 58; females, 83.

The Normal enrollment exceeds that of last year by 12. The number enrolled in the Model is less than that of last year by 24, and the average attendance is 24 less than that of last year. The enrollment in the Farnum is 14 less than that of last year, making the total annual enrollment 1,236, or 26 less than that of last year.

The falling off in the enrollment in the Model School was probably due to two causes; one, the depression in financial circles; the other, the fright over the prevalence of diphtheria and scarlet fever in our city. There appeared to be, within the school, no cause of discontent or dissatisfaction.

#### GRADUATES.

The number of students graduated from the Normal School during the year was 134, of whom seven were males. All of these graduates are now teaching, with the exception of two, who are kept from it temporarily by illness.

The average monthly salary received by the class is \$42.86, an increase of \$0.14 over that received by the class of last year. The Class of 1894 have raised their average monthly salary from \$42.72 to \$44.31, which is \$0.15 less than that received by the Class of 1893 for their second year. These variations are so small that it is difficult to analyze them. They may be due to the times or to the increased size of the class going out or to a general depreciation in the salaries of teachers.

The report of the State Superintendent for 1894 shows a decrease of \$0.15 in the average salary per month paid males and of \$2.24 in that paid females, while his report for 1895 shows an increase of \$2.75 in the average salary per month paid males, and of \$1.55 in that paid females.

The data are not sufficient for drawing general conclusions.

The following table will be of interest, showing the number of students in the Normal School from each county, the total number of graduates of our school employed in each of the counties for the year ending June 30th, according to the reports of the County and City Superintendents, and the number of graduates of the Class of '95 employed in each of the different counties:

Counties.	Number in Normal.	Total Number of Graduates Employed, June 30th.	Number of Graduates of 1895 Employed.
Atlantic.....	16	10	8
Bergen.....	22	96	18
Burlington.....	47	38	4
Camden.....	19	19	4
Cape May.....	6	2	2
Cumberland.....	25	17	2
Essex.....	31	70	4
Gloucester.....	14	30	5
Hudson.....	8	25	10
Hunterdon.....	29	17	7
Mercer.....	100	72	6
Middlesex.....	31	25	2
Monmouth.....	44	76	21
Morris.....	23	39	13
Ocean.....	10	9	1
Passaic.....	13	35	7
Salem.....	17	7	3
Somerset.....	13	29	4
Sussex.....	18	9	1
Union.....	13	31	4
Warren.....	12	9	2

The number of graduates from the Model School was 21—13 males and 8 females. Of these, 3 entered the Normal School, 6 entered colleges or professional schools, 11 are at home or in business, and 1 has taken up post-graduate work at the Model.

The reports show that those entering the colleges and the Normal School are performing their part well, giving evidence of the reliable character of their preparation.

The number graduated from the Farnum School was 18—2 males and 16 females. Eight of these young ladies entered the Normal School, 2 entered Mount Holyoke College and the remainder are at their respective homes.

Further particulars concerning the Farnum School will be found in the last part of this report.

#### TEACHERS.

The death of Washington Hasbrouck, Ph.D., occurred February 23d, soon after that of his wife. Dr. Hasbrouck was Principal of the State Schools from 1876 to 1889. He came to this position after an experience as Principal of Kingston Academy three years and of



Hasbrouck Institute, Jersey City, for twenty years. His administration of the State Schools enjoyed the confidence of the Commonwealth and won for him the respect and affection of his many pupils.

Miss M. Virginia Fogle died January 21st. Miss Fogle was the training teacher in the Normal School from September, 1890, until the time of her death. She came to this position after taking a special course for training at Oswego, teaching some time in district schools, and then being for a term of years Principal of the Welsh Training School in New Haven. Her experience and ability were such that she at once impressed the value of her instruction and counsel upon the teachers and pupils of our State, and at the time of her death was greatly respected and loved.

The following changes have taken place in our corps of teachers: The time of Prof. Frank H. Scooby and Miss Caroline McGuire, hitherto occupied partly in teaching in the Model, was fully required for the Normal. Therefore Mr. C. Ernest Dechant was added to the Model corps. Mr. Dechant was graduated from the Bloomsburg Normal School of Pennsylvania, and after teaching a number of years, was graduated from Princeton College.

The department of Vocal Music was divided, the work in the Model being given to Mr. William Woodhouse, Jr.

The work in the department of Physical Training had grown until it was deemed advisable to furnish assistance to Dr. Boice. This was done in the person of Miss Harriet E. Trask. Miss Trask was graduated from the Boston Normal School for Gymnastics and had had a year's successful experience in teaching.

Miss May Robbins, one of our most efficient primary teachers, resigned in February, owing to illness in her family at home. To fill the vacancy thus created, Miss Ethel C. Knodle was appointed. Miss Knodle was one of the most promising graduates of the Farnum Preparatory School and of our State Normal School, and had had some experience in teaching in Atlantic City.

Miss Mary B. Eastburn, who had been one of the ablest teachers in the Primary Department for a number of years, resigned to accept a position as training teacher in the Normal School of Providence, R. I. To fill this vacancy, Miss Louise B. Struble was appointed. Miss Struble was graduated from our Normal School in 1882, and had taught very successfully for a number of years in the city of Trenton.

To fill the vacancy caused by the death of Miss Fogle, Miss Kate D. Stout was transferred from the department of History. Miss Stout had assisted Miss Fogle in the department of Training and proven her fitness for that work.

Miss Sarah A. Dynes was selected to fill the vacancy in the department of History. Miss Dynes was graduated from the Oshkosh Normal School, and, after teaching in a high school and some three years in her Alma Mater, completed a course in Cornell University.

The number of classes in the Normal School had so increased that it became necessary to add another instructor to the corps, and the opportunity was taken advantage of to establish a regular pedagogical chair, and to this chair was elected Levi Seeley, Ph.D. Dr. Seeley was graduated from the Albany Normal College, and had a wide experience as Principal and Superintendent of schools, and of Professor of Pedagogics at Lake Forest University. He had studied four years in the German universities, and was well known as a writer.

The experience and efficiency of these new teachers have been such that they may truly be regarded as acquisitions to our corps. It is of interest to note that the Faculty in our Normal and Model Schools now numbers thirty-eight, and that these thirty-eight represent fourteen colleges and universities, thirteen normal schools and twelve States. It must be admitted that in gathering together this corps a cosmopolitan spirit has been shown. All of our instructors have been exceedingly faithful and painstaking in their work. They have been represented on the programmes of each of the County Institutes, of the State Teachers' Association, of a number of the county associations and of the National Educational Association. A number of them have visited schools during the year and a number of them have attended summer schools. Indeed, their full conduct has been such as characterizes a company thoroughly interested and progressive in their work.

A number of Faculty meetings were held, in which the work of each of the departments was discussed, with a view to suggestions for improvement and to such a familiarity on the part of all the teachers with the purposes in each department as would promote unity.

#### COURSE OF STUDY.

The arrangement of our course of study, as published in the last annual report, has proven most satisfactory. When it was found that the course had been lengthened one year, a number felt disappointed,

but as soon as it was observed that opportunity was given to take the work in less time than the four years, if the student possessed the ability to do so, the disappointment was removed. Our course, as now laid out both in the Normal and Model Schools, compares favorably with that of the leading schools of the country.

The Normal course being three years in length enables our students to reach a high degree of qualification. It is gratifying, however, to note that there is a growing demand for still greater opportunities of preparation, and it is hoped that the time is not far distant when we may add opportunities for still another year's study. I do not believe that the time is ripe for asking all to take a four years' course, but with only one Normal School to support, our State can well afford to furnish opportunity for the students of this school to go as high as any general demand may warrant. The profession of teaching is constantly widening. Many students are going to the universities and colleges, but there are many more who cannot go to these higher institutions but can add at least another year to the usual Normal course. It is believed that it would be very wise for our State to furnish the opportunity to take this additional year at its Normal School.

We are still devoting as much attention as possible to individual pupils, with a view to their proper classification. Many students are found whose working power is in advance of their knowledge. Others are found with whom the opposite is true, and care is taken that these facts are kept in mind in classifying. Hence new classifications have been made in a number of instances during the school year.

The courtesy afforded us by the city of Trenton in permitting our graduating class of the Normal School to go into the city schools to observe and practice has been very greatly appreciated. It is believed that this practice has been so conducted that the city has suffered no evil from it, and that indeed both the city and the Norman School have been benefited by it in the light of all phases of our inter-relations.

Below are a number of the programmes of our special occasions. They are given to furnish some idea of the entertainment of our school life in addition to the regular course of study, as well as to furnish a knowledge of the character of the various subjects that furnish us entertainment.

## MUSICALE.

*May 31st, 1895.*

## PROGRAMME.

## PART FIRST.

1. Piano Quartet—Oriental March..... *Chandler.*  
MISSSES SANDS, CONANT, CARPENTER AND TAYLOR.
2. Piano Solo—Sonata in C.....*Haydn.*  
MISS DONNELLY.
3. Guitar Duet—Waltz.....*Bemis.*  
MISSSES WEIR AND BRACE.
4. Piano Duet—2me Valse. .... *Godard.*  
MISSSES L. AND M. MOORE.
5. Piano Solo—La Fileuse..... *S. Smith.*  
MISS HENDRICKSON.
6. Vocal Quartet—Call John.  
PROF. WOODHOUSE AND MESSES. DAVIS, TOMLINSON AND AXFORD.
7. Piano Quartet—Reve des Fees Valse... *Meyer.*  
MISSSES WESTON, MACCRELLISH, FETTER AND STRAUSS.

## PART SECOND.

1. Piano Solo—Concert Galop..... *Mason.*  
MISS GARWOOD.
2. Vocal Duet—Two Merry Girls ..... *Glover.*  
MISSSES SNIDER AND BRACE.
3. Piano Solo—Spinning Song.....?..... *Wagner-Liszt.*  
MISS McNAMARA.
4. Piano Duo—Faust de Gounod (two pianos).....*Alberti.*  
MISSSES ALLER AND WEIR.
5. Piano Solo—Rhapsodie Hongroise, No. 12 ..... *Liszt.*  
MISS HICKS.
6. Vocal Solo—Asthore..... *Trotiere.*  
MISS SNIDER.
7. Piano Solo—Rhapsodie Hongroise, No. 2. .... *Liszt.*  
MRS. HILL.
8. Piano Duo—Le Tourbillon (two pianos)..... *Gutmann.*  
MISSSES CHAPMAN AND KRUGER.

## CONCERT OF THE STATE SCHOOLS GLEE CLUB.

Male Quartette and Orchestra.

*Thursday Evening, May 23d, 1895.*

## PROGRAMME.

1. "Catch-Me-Quick" Galop.....*Weber.*  
STATE SCHOOLS ORCHESTRA.
2. Glee—"Jack and Jill".....*Cramer.*  
STATE SCHOOLS GLEE CLUB.
3. Recitation—"V. A. S. E.".....*Selected.*  
MISS FLORENCE A. LAMB.
4. Glee—"Over the Hills at Break of Day".....*Geibel.*  
STATE SCHOOLS MALE QUARTETTE.
5. Piano Duet—"Sakontala".....*Bendel.*  
MISSES LOUISE WEIR AND A. ELIZABETH ALLER.
6. Quartette—"Pro Phundo Basso".....*Bliss.*  
MISSES WILDER AND DUNNING AND MESSRS. AXFORD AND WOODHOUSE.
7. Recitation—"The Dutchman's Telephone".....*Selected.*  
MR. EDWARD KATZENBACH.
8. Glee—"The Mice in Council".....*"Filby."*  
STATE SCHOOLS GLEE CLUB.
9. Duet for Violins—"Walzer".....*Jacoby.*  
MISS LIZZIE FISHER AND MR. W. HOMER AXFORD.
10. Recitation—"How Ruby Played".....*Jud Brownin.*  
MISS EVELYN L. WILDER.
11. Part Song—"The Bells are Hushed".....*Emerson.*  
STATE SCHOOLS MALE QUARTETTE.
12. "Whispering Waves" Waltz.....*Bowman.*  
STATE SCHOOLS ORCHESTRA.
13. Glee—"Song of the Triton".....*Molloy.*  
STATE SCHOOLS GLEE CLUB.

## State Schools Glee Club.

## Sopranos.

ELLA C. STOUT,  
MAUD M. WARNER,  
EVELYN L. WILDER,  
FLORA E. WILLGESS.

## Altos.

LOUISE M. BETTICHER,  
FRANCES S. DUNNING,  
ANNA W. WATSON.

## STATE NORMAL SCHOOL REPORT.

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### Tenors.

THOMAS C. HILL,  
FRANK SCHOONOVER,  
ELLIOTT J. TOMLINSON.

### Bassos.

W. HOMER AXFORD,  
LUTHER S. DAVIS,  
EDWIN C. STICKLE.

### Accompanist.

MISS LIZZIE FISHER.

### State Schools Male Quartette.

WILLIAM WOODHOUSE, JR.,  
LUTHER S. DAVIS.

ELLIOTT J. TOMLINSON,  
W. HOMER AXFORD.

### Accompanist.

MISS GERTRUDE WEATHERBY.

### State Schools Orchestra.

#### First Violin.

W. HOMER AXFORD, Leader,  
CLARENCE J. HOWELL,  
LIZZIE FISHER.

#### Second Violin.

WILLIAM B. STITES,  
ANNIE COONS.

#### Cornets.

ROBERT P. AGNEW,  
WILLIAM H. HOFFMAN.

#### Clarinet.

HOWARD J. THOMAS.

### Accompanist.

MISS GERTRUDE WEATHERBY.

## FOOT BALL.

On October 12th, an entertainment was given in the interests of the foot ball team, for which an admission fee of ten cents was charged. The programme consisted of instrumental and vocal music, recitations, Indian club drill and an address by the Principal.

### CHRISTMAS.

1. Chorus—"Watchman".....THE SCHOOLS.
2. Piano Duet—Mazurka.....*Bierdermann*.  
RICHARD AND SUSIE DONNELLY.
3. Address—"Christmas".....MR. RAYMOND COOK.
4. Song—"We are Merry Christmas Bells".....PRIMARY CLASSES.
5. Recitation—"The Masque of the New Year".....MISS J. R. BOGAN.
6. Recitations—
  - "Santa Claus".....CARRIE STOKES.
  - "Peeping".....SCOTT FELL.
  - "Christmas Stocking".....MARGARET KENNEDY.
  - "Santa Claus".....HEULINGS MUMPER.
  - "The Well-Bred Ginger Bread Boy".....ROSS OLIPHANT.

7. Song—"Hark! the Bells are Ringing".....PRIMARY CLASSES.
8. Chorus—"O Stars Serene!".....NORMAL B 1 CLASS.
9. Piano Duet—Military Galop.....*Mayer*.  
MISSES MAY BRACE AND MARY BROADHEAD.
10. Recitation—"A Christmas Secret".....KATHERINE PACKER.
11. Recitation—"The Guerdon".....MISS HELEN M. TEN EYCK.
12. Solo and Chorus—"Hark! What Mean These Holy Voices?"...SCHOOL.
13. Recitations—"Christmas in Foreign Lands".....  
KATHERINE REILLY, MARGARET AITKIN, JULIA CARR,  
JOHN MACGREGOR, WALTER BINDER.
14. Piano Solo—Minuet.....*Paderewski*.  
MISS ROSE HICKS.
15. Male Quartet—"The Time so Dear" .....
16. Recitation—"Blow, Blow, Thou Winter Wind"...MISS HELEN J. HARRIS.
17. Recitation—"Fezziwig's Ball" (Scene from the Christmas Carol).  
WESTON JENKINS.
18. Chorus—"Home, Sweet Home".....H. S. GIRLS and SCHOOL.

#### CHRISTMAS FOR THE KINDERGARTEN DEPARTMENT.

1. "Merry, Merry Christmas".....
2. Christmas Recitation.....BLAINE TAMS.
3. Recitation—"Christmas Stocking".....MARGARET KENNEDY.
4. Recitation—"Saint Nick".....RAYMOND HOWELL.
5. Recitation—"Christmas Morning".....MABEL LEE.
6. Song—"Peace on Earth".....
7. Recitations— { "Christmas in France".....WALTER BINDER.  
"Christmas in Germany".....JOHN H. MACGREGOR.
8. Recitation—"To My Doll".....EMILY BEASLEY.
9. Recitation—"The Well-Bred Ginger Bread Boy".....ROSS OLIPHANT.
10. Recitation—"Peeping".....SCOTT FELL.
11. Song—"Christmas Bells".....THIRD AND FOURTH-YEAR CLASSES.
12. Recitation—"Christmas Secret".....KATHERINE PACKER.
13. Recitation—"Santa Claus' Messenger Girl".....DOROTHY TOMPKINS.
14. Recitation—"Baby's Stocking".....MOLLIE DOYLE.
15. Recitation—"Looking for St. Nick".....ALICE MUMPER.
16. Recitation—"What Santa Claus Brought".....MILDRED APGAR.
17. Song—"Hark, the Bells".....
18. Recitations— { "Christmas in Holland".....MARGARET ATKINS.  
"Christmas in Italy".....JULIA CARR.  
"Christmas in Norway".....KATHERINE RILEY.
19. Recitation—"Santa Claus".....HEULINGS MUMPER.
20. Address.....DR. J. M. GREEN.

#### Unveiling the Tree.

21. Appearance of Santa Claus.....
22. Carrie Stokes to Santa Claus.....
23. Julia Carr to Santa Claus.....
24. Disappearance of Santa Claus.....
25. Recitation—"My Impression of Santa Claus".....

## VETERANS' DAY.

1. Selection—"La Marche".....STATE SCHOOLS ORCHESTRA.
2. Address..... COL. E. C. STAHL.
3. Semi-Chorus—"Memorial Flowers".....*Mendelssohn*.
4. Address..... CAPT. J. F. LOVETT.
5. Vocal Solo—"My Home is Where the Heather Blooms".....  
MISS BESSIE SNIDER.
6. Address..... J. J. KENTS.
7. Chorus—"The Star Spangled Banner".....
8. Address..... COL. J. SCHOONOVER.
9. Male Quartette—"Weep for the Fallen".....
10. Chorus—"America".....

The above addresses, being all given by veterans, proved of marked interest to the school and served to stimulate their feelings of patriotism.

## ARBOR DAY.

*April 26th, 1895.*

1. Hymn—"He Sendeth Sun and Rain".....
2. Piano Duet—"Orange Blossoms"..... *Ward*.  
MISSSES CLARA FETTER and CLARA STRAUSS.
3. Essay—"Arbor Day".....MISS ANNA W. WATSON.
4. Bird Song—Robin..... MOLLIE DOYLE.  
Oriole..... HELEN STAPLER.  
Parrot..... STELLA ECCLES.  
Bluebird..... LOTTIE POPE.
5. Glee—"The Woodland Echo"..... *Goats*.  
STATE SCHOOLS GLEE CLUB.
6. Recitation—"The Tee-Hee Girl".....RICHARD RADCLIFFE WHITEHEAD.
7. Songs—{ "The Song of the Bee," } .....PRIMARY CLASS.  
          { "Fairy Land," }
8. Recitation—"The Singing Leaves"..... *J. Russell Lowell*.  
MISS MAY J. DURLING.
9. Compositions—{ "If I were a Flower".....EDNA MAY.  
                      { "If I were a Bird".....  
                      Written by ANNIE KERR, read by JANET CURTIS.
10. Recitation—"Ethelwynne Foote"..... STELLA ECCLES.
11. Recitation—"The Robin's Song".....ANNA JOY DE CAMP.
12. Glee—"Oh, The Foaming Sea".....*Martel*.  
STATE SCHOOLS MALE QUARTETTE.
13. Essay—"Trees".....MISS OSIE HOLCOMB.
14. Recitation—"V-A-S-E".....MISS FLORENCE LAMB.
15. Vocal Duet—"The Cousins".....MISSSES MAY BRACE and BESSIE SNIDER.



## 16. The Song of the Rain—

Rain Drops—MILDRED APGAR, ALICE BOWNE, RAYMOND HOWELL,  
FRED. LEAVITT.

Flowers—ROMONA BRITTON, ADELE STAPLER, HEWLINGS MUMPER,  
STANLEY POPE, LEONARD SIMPSON.

## 17. Recitation—Selection from "My Summer in a Garden".....

*C. Dudley Warner.*

HARRY B. STRUBLE.

18. Glee—"Farewell to the Forest".....*Mendelssohn.*

STATE SCHOOLS GLEE CLUB.

## 19. Recitation—"A Business Announcement".....MISS MAY HENDRICKSON.

## 20. Whistling Chorus—

{ THOMAS CROOK, JOE STOKES, GEORGE YARD, RAY-  
MOND TAMS, FRED. MOUNTFORD, HEWLINGS  
MUMPER.

## 21. Semi-Chorus—"May Bells and Flowers".....SENIOR 2, NORMAL.

## 22. Hymn—"America".....THE SCHOOLS.

At the close of the programme, the Principal announced the following gifts in honor of the day:

"The Fighting Gladiator," in memory of Miss Fogle, by the Normal Class of '95, supplemented by the under classes and the Faculty.

Busts of Shakespeare, Milton, Washington and Emerson, by the Model Boys' Department.

Photographs of the "Sistine Madonna," "The Madonna of the Chair," "St. Cecilia" and "The Transfiguration," by Raphael; "Holy Night," by Coreggio; "Immaculate Conception," by Murillo; and "The Aurora," by Guido Reni, from the Model girls.

Crayon portraits of the former principals of the school. Engravings of "Trial of Effie Deans," "Shakespeare and His Friends," "A Scene in the Napoleonic Wars in Spain," "A Scene in the Franco-Prussian War in 1870," "A Bacchic Dance," "Goethe Reciting Faust," from another source.

These contributions, added to the many received in the past, give to our school a furnished and refined appearance.

## ADDRESSES.

During the year addresses were delivered before the school on pedagogical subjects by Dr. Nicholas Murray Butler, of New York; Dr. Wm. N. Barringer, of Newark; Principal William E. Wilson,

of Providence, and Superintendent Thomas B. Stockwell, of Rhode Island. Lectures were given as follows: "Animal Life in the Sea," by Prof. Austin C. Appgar; "A Cubic Mile of Sunlight," by Dr. Wm. N. Mumper; "The Culture Value of Poetry," by Dr. Elias F. Carr, and the following six historical subjects by Francis B. Lee, Esq., of the Model Class of '88: "The Genesis of the Jerseys," "Swedes and Dutch in New Jersey," "English Calvinists of East Jersey and Quakers of West Jersey," "Colonial Life of the Jerseys," "New Jersey from 1702 to 1775," and "The Indians of New Jersey."

The school was very grateful for all of the above addresses and lectures, being, as they were, scholarly, instructive and entertaining. The interest in the historical lectures was quickened by the fact that Mr. Lee was one of our own graduates, one who has always retained a lively interest in our welfare, who has thus early in life received distinguished recognition for his accomplishments in history, and whose arrangement of subject matter denotes a clear conception of what is within the range of the interest of students.

#### GROUND AND BUILDINGS.

The repairs to our grounds and buildings have been somewhat extensive, and have greatly added not only to their ornamentation, but to their usefulness. Among these may be mentioned the re-stuccoing and painting of the school buildings, the completion of the iron fence around the entire grounds, the laying of a stone sidewalk around the entire grounds, and the altering of the partitions in the scientific department so as to bring the chemical lecture-room next to the chemical laboratory, and the fitting up of the department of physics with facilities for individual work. Also the erection of a new and handsome cupola on the Normal end of the school building to correspond with that on the Model end of the building.

These, together with the thorough renovating of the school buildings and boarding halls, place us in good condition for the work of the coming year, as well as give assurance that we do not propose in any way to allow our property to deteriorate.

The following figures show original cost and present valuation of the Normal School property:

Original cost of Normal and Model School buildings with lot.....	\$72,000
Estimated value of furniture, books, &c.....	8,000
Value of Boarding Halls.....	65,000
Value of Boarding Hall furniture.....	10,000
Total.....	<u>\$155,000</u>

The above original values have appreciated till the tables should now read as follows :

Former Normal and Model buildings .....	\$60,000
Former school furniture, apparatus, &c.....	8,000
Lot.....	115,000
Appropriation of 1890 for new building.....	40,000
Appropriation of 1891 for alterations, furniture, &c.....	8,000
Principal's residence and Boarding Halls, including addition of 1892.....	99,000
Boarding Hall furniture.....	25,000
Appropriation of 1893 for new building .....	12,000
Appropriation of 1894 for completion of building.....	10,000
Additional apparatus and improvements to the grounds.....	23,000
Total.....	<u>\$400,000</u>

#### HEALTH.

The health of the students has been generally good. There have been no contagious diseases among our boarders. Among our day pupils there were three cases of scarlet fever and six cases of diphtheria reported by the Board of Health. The history of these cases was followed most carefully, and the conclusion was reached that no one of them was contracted in the school. The alarm caused by the prevalence of diphtheria in the city was the means of a number of the pupils being taken out of school temporarily.

#### RELATION OF THE NORMAL TO THE SCHOOL SYSTEM OF THE STATE.

The system of commissioning High Schools is proving one of the most valuable instrumentalities for good in elevating the High School standards of the State that we have yet discovered. The following High Schools, thirty-one in number, are now on the "Approved List:" Long Branch, New Brunswick, Newark, Jersey City, Caldwell, Orange, Passaic, Asbury Park, Plainfield, Trenton, Hackensack, Rahway, Mor-

ristown, Montclair, Atlantic City, Dover, Millville, Hoboken, Vineland, Salem, East Orange, Woodstown, Mount Holly, Manasquan, Bayonne City, Reading Academy, Flemington, Madison, Freehold, Westfield, State Model, and Farnum Preparatory.

When it is remembered that of the above High Schools all, excepting four or five, have raised their standards during the past five years in order to be placed on the "Approved List," it will be conceded that during these years secondary education has made a very large gain.

During the year thirty-three graduates of High Schools were admitted into the professional course. These persons show a good preparation for the professional work so far as general culture is concerned, though there are particulars in which they might come to this work more strongly qualified without additional effort on the part of the High School.

Fifty-eight students have been admitted on teachers' certificates and county diplomas. These admissions are in the main satisfactory.

#### MODE OF COMMISSIONING.

The following resolutions, passed by the Board of Trustees February 6th, 1889, and the appended blank forms, explain the mode of commissioning. Parties desiring to commission should send to the Principal of the Normal School for blank forms:

*Resolved*, That after the date of the passage of this resolution, graduates of High Schools in this State may be admitted to the professional work of the Normal School without examination, under the following conditions:

I. Upon the application of any Principal, local Superintendent and President of the Board of Trustees of any High School in this State, the Committee on Education shall make an examination of the school on behalf of which such application is made, and if, in their judgment, the course of study and discipline of the High School in question shall warrant it, said High School shall be placed upon the "Approved List," and a notice to that effect sent to the Principal of the school. The fact shall also be reported to the State Board of Education at their next meeting.

II. Properly-certified graduates of any High School on the "Approved List" shall be admitted, by the Principal of the Normal School, to the professional course of the Normal School, without examination, and shall be regular members of that course.

III. On the report of the Principal of the Normal School that the students of any High School on the "Approved List," who may have entered without examination, are, after due trial, found not to be properly qualified to go on with the work of the professional course, the Committee on Education may

strike the name of the High School which certified said students from the "Approved List." Notice of such action shall be sent to the Principal of the High School in question, and it shall also be reported to the State Board of Education.

### HIGH SCHOOL APPLICATION.

*To the Board of Trustees of the New Jersey State Normal School :*

GENTLEMEN—We, the undersigned, do hereby make application to have the.....High School placed on the "Approved List" of New Jersey. We do hereby certify that graduation at the above school requires that the person to be graduated shall have pursued the following branches, or their equivalents, viz.: Orthography, Penmanship, Elocution, English Grammar, Geography, United States History, General History, Bookkeeping, Practical Arithmetic, Algebra, Geometry (five books), Elementary Physics, Chemistry, Physiology, Botany, Industrial Drawing, Latin or German at least a three years' course. Herewith find course of study.

Signed,

.....Principal. ....Superintendent.  
.....President of Board.

### STATE OF NEW JERSEY.

### HIGH SCHOOL COMMISSION.

This certifies that the.....High School is placed on the "Approved List" of the Board of Trustees of the State Normal School, and that the Principal of said High School is hereby authorized to certify its graduates for admission to the work of the second year, or strictly professional course, of the State Normal School, subject to the conditions upon which this commission is granted.

State Board of Education,

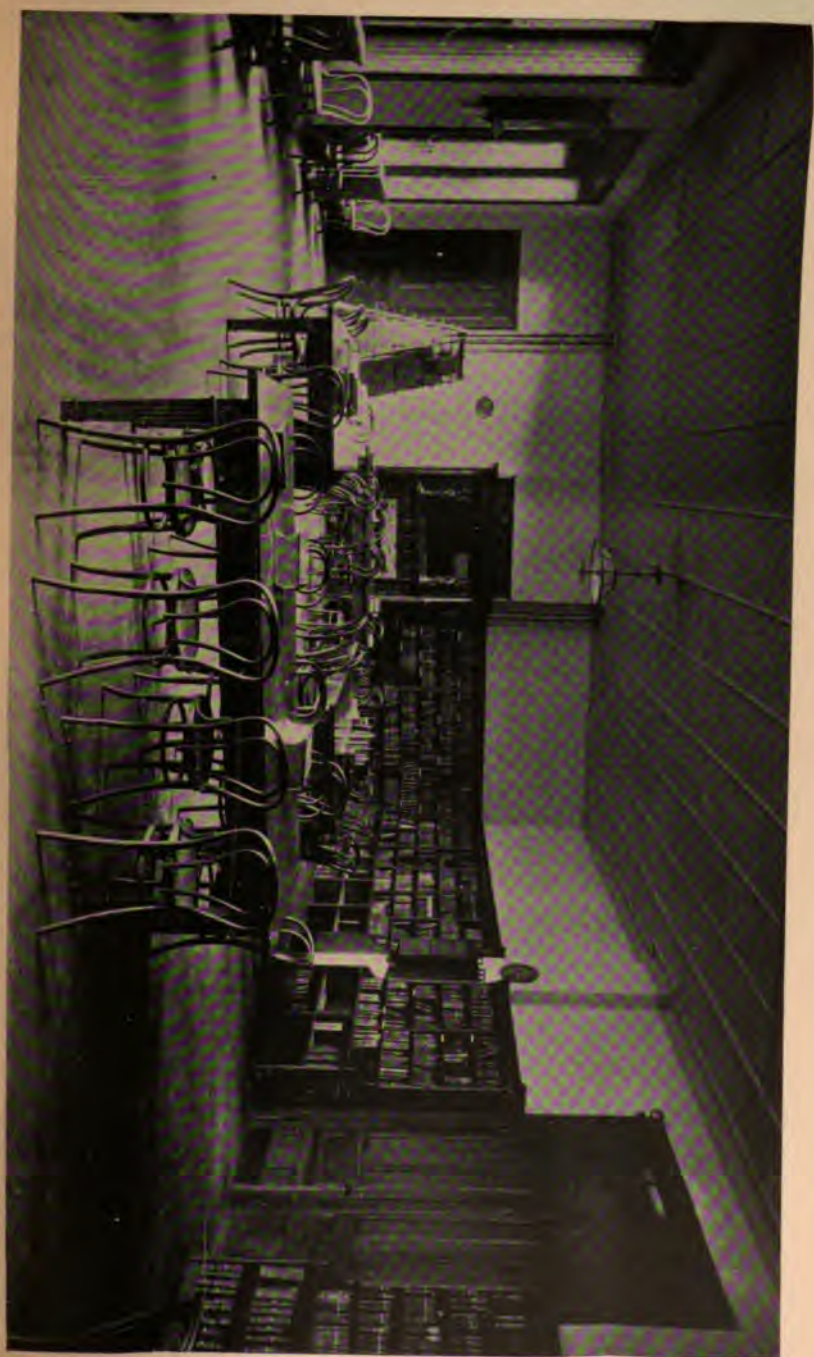
Trenton, New Jersey ..... 18...

[SEAL.]

.....Chairman. } Committee  
.....Secretary. } on  
Education.

### LIBRARY.

Miss Bertha E. Blakely, who had served us so efficiently during the year as librarian, resigned to accept the position of librarianship in Mount Holyoke College, and Miss Martha F. Nelson, formerly librarian of the W. C. T. U. of Trenton, was appointed to fill the vacancy.



LIBRARY.



During the year a large number of volumes have been added to the collection of books. The students are given free access to the library under proper restrictions and are permitted either to read books in the room or to take them out.

The influence of this department is constantly growing in strength in the school. The culture tone is being elevated and habits of research more generally formed.

#### LITERARY SOCIETIES.

There are seven literary societies, made up of members of the different classes, namely : The Normal Debating Society, composed of young men of the Normal School ; the Thencanic Society, composed of young men of the Model School ; the Gamma Sigma Society, the Arguomuthus Society, the Philomathean Literary Club, the Clionion Society, and the Shakespearean Society, composed, each, of young ladies from both the Normal and Model departments.

There are also several class organizations doing literary work.

Of the above societies, four are quite distinctly debating societies, the others giving most of their time to reading. All report a profitable year, both as to character of work and numbers.

The numbers in the Thencanic have decreased but the officers claim that the working quality has improved.

It is the desire of the authorities of the school that the work in these literary societies differ from that in the class-rooms, giving more opportunity for self-dependence, hence, the desirability of debate, as there is no exercise equal to it in developing the power of self-command.

Two public entertainments were given. The programmes follow :



## THENCANIC SOCIETY.

*Friday Evening, February 15th, 1895.*

## PROGRAMME.

## PART FIRST.

President's Address.....JOHN T. DRAKE.

## "IN THE BLOODY ASSIZES."

[This scene is taken from A. Conan Doyle's historical novel "Micah Clarke." It is the trial at Taunton, England, in the year 1686, of a Puritan follower of James, Duke of Monmouth, captured at the battle of Sedgemoor, where the arms of James II. of England had triumphed. The Judge is Baron Jeffreys, of Wem, world-renowned for his injustice and cruelty.]

## CAST.

Lord George Jeffreys.....EDWARD L. KATZENBACH.

Inferior Justices... { JOHN D. RUE,  
RAYMOND S. COOK.

Hope-Above-Williams, the Prisoner.....S. FRANK VOORHEES.

Crown Lawyers..... { JOHN T. DRAKE,  
T. CLIFFORD HILL,  
FRED. R. BRACE.

Master Helstrop, a Barrister.....JOHN MUIRHEID.

Clerk of Court.....MALCOLM J. BUCHANAN.

Ushers, Jurymen, &amp;c.

"To all You Ladies Here To-night".....GLEE CLUB.

Piano Solo— { "Hexentanz".....MacDowell.  
"Valse Estrienne".....Wollenhaupt.

JOHN MUIRHEID.

Patrick Henry's Oration.....EGBERT G. MACKENZIE.

Bass Solo—"Afterward".....J. W. Mullen.  
W. HOMER AXFORD.

## PART SECOND.

"In our Little Bark We Glide".....GLEE CLUB.

## "LORD ULLIN'S DAUGHTER."

*A Burlesque.*

## CAST.

Lord Ullin.....ARTHUR W. HARRIS.

Lord Ullin's Daughter.....WILLIAM B. BAMFORD.

Chieftain.....ALBERT S. WRIGHT.

Boatman.....THOMAS C. HILL.

Reader.....RAYMOND S. COOK.

Attendants, &amp;c.

Piano Solo— { "Theme and Variations in B flat".....Schubert.  
"Polish Dances".....Scharwenka.

THOMAS C. HILL.

Violin Solo—"Berceuse".....B. Hofman.

W. HOMER AXFORD.

Tableaux—"Way Down Upon the Swanee River".....ROGER S. THARP.

"Rum-ske-ho".....GLEE CLUB.

## ARGUROMUTHOS SOCIETY.

*Friday Evening, March 22d, 1895.*

## PROGRAMME.

## PART FIRST.

PIANO DUET—"Die Muhle im Schwarzwald".....*R. Eilenberg.*  
 MISSES WOOLMAN and SUMMERILL.

## CASKET SCENE FROM MERCHANT OF VENICE.

## DRAMATIS PERSONÆ.

Portia.....MAUD M. WARNER.  
 Bassanio.....KATE S. ALLEN.  
 Nerissa.....ELLA R. ELDEREDGE.  
 Gratiano .....IDA B. BROKAW.  
 Prince of Morocco.....GERTRUDE H. DERICKSON.  
 Prince of Arragon.....JULIA D. FARROW.  
 Attendants, &c.

PIPES O'PAN.....*Leader, ALETHIA HAINES.*  
 PIANO SOLO—"Trot du Cavalier".....*Spindler.*  
 GERTRUDE H. DERICKSON.

## PART SECOND.

## PYGMALION AND GALATEA.

## DRAMATIS PERSONÆ.

Pygmalion (an Athenian Sculptor).....ANNA A. MURPHY.  
 Galatea (an Animated Statue).....GRACE M. WARNER.  
 Cynisca (Pygmalion's Wife).....MARTHA E. KUGLER.  
 Myrine (Pygmalion's Sister).....EMILIE A. MOYER.  
 Leucippe (a Soldier).....LENA R. GUNDERMAN.  
 Chrysos (an Art Patron).....MAME MONROE.  
 Daphne (Chrysos' Wife).....ANNIE A. GLOVER.  
 Minoos (Pygmalion's Slave).....HELEN R. WOOLMAN.  
 Agesimos (Chrysos' Slave).....LAURA B. HIXSON.

## ALUMNI.

The Alumni Association held its seventh annual meeting on the 19th day of June. The meeting was called to order in the Normal study-room at 12 o'clock by President George E. Briggs, of Peekskill, N. Y., who gave a few well-chosen words of welcome. About one hundred members responded to the roll-call.

After a short business meeting, the members adjourned to the dining-room of the Boarding Hall, where luncheon was served. After the luncheon the following programme was carried out:

Song—"There's Peace on the Deep".....STATE SCHOOLS MALE QUARTETTE.  
MESSRS. WOODHOUSE, DAVIS, TOMLINSON, AXFORD.

Address .....HON. ROBERT S. WOODRUFF.

Instrumental Solo—"Styrienne".....JOHN MUIRHEAD.

Address.....THE PRESIDENT.

Song—"Oh, the Foaming Sea".....STATE SCHOOLS MALE QUARTETTE.

Sentiments—"Our Alma Mater"—Normal, PRINCIPAL J. M. GREEN.

Model, PROF. D. H. FARLEY and MR.

CLARE M. HENRY.

"Our Ex-Presidents"—PROF. A. C. AFGAR and MR. R. L.  
HOAGLAND.

"The Signal"—DR. ELIAS F. CARR.

"The Teacher"—MR. ALGERNON CADWALLADER.

"The Ladies"—DR. CHARLES DILTS.

Other responses were made by Mr. Carl Rickey and Mr. W. W. Scully.

Letters of regret were received from Hon. Chauncey M. Depew, Mr. St. Clair McKelway, Mr. D. E. Ainsworth, Major Henry Waters, Rev. Frank Voorhees, Mr. Frank Van Horn and Mr. Francis B. Lee.

The following were announced as the officers for the ensuing year:

President—W. W. SCULLY, Bound Brook, N. J.

Normal Vice President—MISS JENNIE JOY, Trenton, N. J.

Model Vice President—HENRY W. OTT, Trenton, N. J.

Normal Secretary—MISS DELA H. MARIS, Moorestown, N. J.

Model Secretary—MRS. EDWARD W. POTTER, Trenton, N. J.

Corresponding Secretary—FRANCIS B. LEE, Trenton, N. J.

Treasurer—MISS HANNA H. EASTBURN, Trenton, N. J.

With the singing of "America" the meeting closed and the membership separated for their various destinations, feeling their enthusiasm for their Alma Mater and for each other's welfare rekindled.

The next meeting will be held on the Normal commencement day of 1896. All graduates of the Normal or the Model, and all who came within one year of graduation, are eligible, and are very much desired to join the association.

#### "THE SIGNAL."

Our school paper was, as last year, published monthly. It experienced its most prosperous year, both financially and in the character of its composition. It was bright and spicy, and served as the

medium for many interesting communications concerning the former graduates and on topics of concern to the school and its friends.

This publication is deserving of the most ardent support and encouragement on the part of all who are interested in the school.

#### COMMENCEMENT WEEK.

The exercises of commencement week were, as usual, of great interest and brought to the schools many former graduates and many friends of those about to be graduated. All of the various features of the week attracted large audiences and proved of an interesting character.

The Baccalaureate Address was delivered in the auditorium on Monday evening, June 17th, by Rev. Charles J. Young, D.D., of New York; subject, "The Power and the Principle of Adaptation in Knowledge and Human Life." The address was both scholarly and eloquent, and freighted with rich, practical lessons.

The February Division of the Normal Class held its commencement exercises February 1st.

Monday afternoon and Tuesday afternoon, June 17th and 18th, were the occasions of the Model and June Division of the Normal Senior Days, respectively. These occasions were popular and brought forth many of the pleasing and memorable incidents in the history of the classes.

A pleasant feature at the close of the Normal commencement programme was the reception given in the gymnasium by the President of the Board of Education, together with the Principal and Mrs. Green, to the members of the graduating classes and their visiting friends.

Following are the programmes of the various events :

## NEW JERSEY STATE MODEL SCHOOL.

*Senior Day, June 17th, 1895.*

## PROGRAMME.

Piano Duet.....	E. GERTRUDE CAMP, JOHN MUIRHEID.
President's Address.....	CLARE MARTIN HENRY.
Class History.....	IDA WALLACE WOODRUFF.
Recitation.....	ANNIE AUGUSTA GLOVER.
Class Prophecy.....	HARRY BEACH STRUBLE.
Address to Undergraduates.....	ROBERT GRAHAM DALE.
Presentation.....	MARY CHAMBERLIN.
Class Quartette—"Madeleine".....	
	IDA B. BROKAW, ANNIE A. GLOVER, W. HOMER AXFORD, JOHN D. RUE.

## NEW JERSEY STATE NORMAL SCHOOL.

*Senior Day, June Division, June 18th, 1895.*

## PROGRAMME.

## PART FIRST.

Instrumental Duet—"The Village Band".....	Meyer.
	MISSSES WOOLMAN and WARNER.
President's Address.....	LUTHER S. DAVIS.
Class History.....	FANNIE FLORENCE WELCH.
Recitation—"Mammy's Li'l' Boy" (Summer Rocking Song).....	
	REBEKAH TERESA IVINS.
Double Trio—"The Siren's Song".....	Boilo.
	MISSSES BISHOP, FARROW, EMMETT, CUBBERLY,
	VAN ACKER and MERCHANT.
Class Prophecy—Part I.....	SARA H. STRETCH.

## PART SECOND.

Vocal Duet—"The A B C Duet".....	Parry.
	MISS KINNEY and MR. TOMLINSON.
Class Prophecy—Part II.....	KATE SNYDER ALLEN.
Quartette—"Oh, the Foaming Sea".....	Martel.
	THE STATE SCHOOLS MALE QUARTETTE.
The Class Will.....	FLORENCE SOMERS HAYDAY.
Class Poem.....	BERTHA E. MUSCHERT.
Class Song.....	Words by LOUISA ARNDT.

## COMMENCEMENT.

## NEW JERSEY STATE NORMAL SCHOOL,

TRENTON, N. J.,

Friday, February 1st, 1895, 8 o'clock P. M.

## SCHOOL AUDITORIUM.

## PROGRAMME.

1. Chant—"The Lord's Prayer".....
2. Essay—"Physical Education for Girls".....CLARA VIRGINIA CLOKE.
3. Address—"School Discipline".....ROBERT L. ROBBINS.
4. Three-Part Chorus—"The Heaving Billow" ..... *Verdi*.
5. Essay—"History of the Civilization of the Class of February, '95" ...  
ESTELLA MARSHALL DAVIS.
6. Piano Duet—"Les Sylphes".....*Bachmann*.  
ELLA WESTON and CLARA FETTER.
7. Recitation—"Lady Riberta's Harvest".....*Margaret J. Preston*.  
EMILIE A. MORRELL.
8. Quartette—"Sleep, Lady, Sleep".....*L. O. Emerson*.  
MESSRS. WOODHOUSE, BOICE, TOMLINSON and AXFORD.
9. Essay—"The Study of History in its Relation to Education".....  
MAIZIE FELLOWES HARRIS.
10. Two-Part Chorus—"Slumber Song".....*Brahms*.
11. Class Prophecy.....G. HENRY OSBORN.
12. Banjo Club—"Golden Bell Waltz".....*Albrecht*.
13. Recitation—"Sunday Morning in Wallencamp".....*Sallie Pratt McLean*.  
THEO. LEIGH HUGHES.
14. Essay—"The Value of the Study of Science".....  
MATILDA V. DREISBACH (Valedictorian).
15. Presentation of Class, by the Principal.....
16. Awarding of Diplomas .....  
By HON. JAMES L. HAYS, President of the State Board of Education.
17. Class Song.....Written by DAISY MURRAY.

## GRADUATES.

<i>Name.</i>	<i>Address.</i>
Aspinwall, Alice,	Millville, Cumberland.
Bergen, Abbi Wetherell,	Dutch Neck, Mercer.
Black, M. Stanley,	Swedesboro, Gloucester.
Botti, Matilda M.,	Lambertville, Hunterdon.
Bray, Effie M.,	Mine Hill, Morris.
Brouwer, Mildred V.,	Rahway, Union.
Budd, Lizzie B.,	Pemberton, Burlington.
Burgstresser, Edith L.,	Trenton, Mercer.
Carmichael, Bertha,	Toms River, Ocean.
Chinnick, Jennie V.,	Trenton, Mercer.
Cloke, Clara Virginia,	Trenton, Mercer.
Cromwell, Stella L.,	Bordentown, Burlington.
Crook, Gertrude,	Rockaway, Morris.
Davis, Bertha M.,	Milford, Delaware.
Davis, Estella M.,	Milford, Delaware.
Dreisbach, Matilda V.,	Oxford, Warren.
Edwards, Lucy Sophie,	Dover, Morris.
Finkelstein, E. Belle,	Perth Amboy, Middlesex.
Grant, Margaret S.,	Kingston, Middlesex.
Harris, Maizie Fellowes,	Allendale, Bergen.
Heath, Lillian E.,	Eatontown, Monmouth.
Hetfield, M. Elizabeth,	Rahway, Union.
Holland, Anna Elizabeth,	Trenton, Mercer.
Hughes, Theo. Leigh,	Trenton, Mercer.
Hooper, Lillian,	Trenton, Mercer.
Jay, Kate,	Vineland, Cumberland.
Kelly, Margaret G.,	Lambertville, Hunterdon.
King, Bertha M.,	Little Silver, Monmouth.
Knodle, Ethel C.,	Beverly, Burlington.
Kelly, Nora T.,	Lambertville, Hunterdon.
McCain, Maude,	Trenton, Mercer.
McConnell, Sarah Margaret,	Lambertville, Hunterdon.
Muehleck, Lucy Elizabeth,	Absecon, Atlantic.
Murdock, Augusta Naomi,	Orange, Essex.
Murray, Daisy R.,	Trenton, Mercer.
Morrell, Emile A.,	Trenton, Mercer.
Norman, Blanche,	Milton, Morris.
Osborn, G. Henry,	Hilton, Essex.
Robbins, Robert L.,	Mauricetown, Cumberland.
Slover, Alice Dayton,	South Amboy, Middlesex.
Smeeton, Carrie A.,	Bayonne, Hudson.
Stites, Marion Gertrude,	Hewitt, Passaic.
Sullivan, Cecilia,	Harrison, Hudson.

## COMMENCEMENT.

## NEW JERSEY STATE NORMAL SCHOOL,

TRENTON, N. J.,

Wednesday, June 19th, 1895, at 8 P. M.

## SCHOOL AUDITORIUM.

## PROGRAMME.

1. Chant—"The Lord's Prayer".....
2. Essay—"Education".....MARGARET E. MITCHELL.
3. Violin Duet.....ELIZABETH A. FISHER, W. HOMER AXFORD.
4. Address—"The Influence of Music in the School".....  
ELLIOTT J. TOMLINSON.
5. Three-Part Chorus—"Oh, Skylark, for Thy Wing".....*Smart.*
6. Recitation—"The Boy and the Angel".....*Robert Browning.*  
MAUD MARIAN WARNER.
7. Piano Duet—"Pas des Fleurs".....*Delibes.*  
GERTRUDE DERICKSON and HANNA SUMMERILL.
8. Essay—"The Value of Written Examinations".....NETTIE MAY DONNELL.
9. Serenade—"Slumber, Dearest".....*Hershey.*  
STATE SCHOOLS MALE QUARTETTE.
10. Essay—"Preparation for Primary Teaching".....*Nettie Simpson.*  
GERTRUDE DERICKSON.
11. Chorus—"The Wish".....*Arranged from Hucklen.*
12. Recitation—"The Story of the Deluge".....J. C. Harris, "*Uncle Remus.*"  
J. REGINA BOGAN.
13. Vocal Solo—"Could I".....*Tosti.*  
NANA KINNEY.
14. Essay—"The Educational Value of Drawing".....VIRGINIA C. TRUAX.
15. Song—"Concert of the Nightingale".....*Bechtel.*  
BESSIE SNIDER and CHORUS.
16. Essay—"Possibilities".....ELIZABETH AYARS FISHER (Valedictorian).
17. Presentation of the Class by the Principal.
18. Awarding of Diplomas.....  
By HON. JAMES L. HAYS, President of the State Board of Education.
19. Part Song—"Good Night, Farewell".....*Steele.*  
STATE SCHOOLS GLEE CLUB.



## GRADUATES.

"From Possibility to Reality."

<i>Name.</i>		<i>Address.</i>
Anderson, Mary Mahala,	Milford,	Burlington.
Ackerman, Mary L.,	St. Augustine,	Florida.
Aldous, Julia L.,	Passaic,	Passaic.
Allen, Kate Snyder,	Medford,	Burlington.
Alpers, Emily B.,	Bayonne,	Hudson.
Arndt, Louisa,	Riverside,	Burlington.
Bailey, Eliza Headley,	Morrisville,	Pennsylvania.
Berkan, Madeleine E.,	Passaic,	Passaic.
Bigelow, Josephine E.,	Passaic,	Passaic.
Bishop, Fannie Deacon,	Beverly,	Burlington.
Bogan, J. Regina,	New Brunswick,	Middlesex.
Brown, Addie,	Cranbury,	Middlesex.
Browning, Jennie May,	Camden,	Camden.
Barber, Mary,	Stewartsville,	Warren.
Cheston, Martha Anna,	Griggstown,	Somerset.
Conover, Mary A.,	Bridgeborough,	Burlington.
Considine, Elizabeth A.,	Lambertville,	Hunterdon.
Covert, Clara Rose Anna,	Trenton,	Mercer.
Crook, Grace Alma,	Rockaway,	Morris.
Cubberly, Viola,	Long Branch,	Monmouth.
Curtis, Anna V. L.,	Trenton,	Mercer.
Davis, Luther S.,	Shiloh,	Cumberland.
Derickson, Gertrude H.,	Paulsborough,	Gloucester.
Donnell, Nettie May,	Hightstown,	Mercer.
Earley, Florence,	Trenton,	Mercer.
Ege, Ida Skillman,	Hopewell,	Mercer.
Emmel, Mary Janvier,	Glassboro,	Gloucester.
Farrow, Julia Dean,	Summit,	Union.
Fisher, Elizabeth Ayars,	Shiloh,	Cumberland.
Fulper, May Osmun,	Flemington,	Hunterdon.
Gunderman, Lena Rivers,	Houses,	Sussex.
Haines, Alethia Peacock,	Moorestown,	Burlington.
Hann, Nellie Trimmer,	Pleasant Grove,	Morris.
Harrison, Raymond S.,	Newark,	Essex.
Hayday, Florence Somers,	Atlantic City,	Atlantic.
Hutchinson, Margaret E.,	Trenton,	Mercer.
Irwin, Louisa Stewart,	Beverly,	Burlington.
Ivins, Rebekah Teresa,	Burlington,	Burlington.
Ivins, Josephine Elizabeth,	Burlington,	Burlington.
Jackson, Anna A.,	Long Branch,	Monmouth.
Jaggard, Cora J.,	Kirkwood,	Camden.
Jardine, Marian,	Ridgewood,	Bergen.
Johnston, Louise Wooldridge,	Trenton,	Mercer.
Jones, Beulah Rebecca,	Trenton,	Mercer.

<i>Name.</i>	<i>Address.</i>
Kellemen, Alice,	Morris Plains, Morris.
Kinnney, Nana E.,	Deckertown, Sussex.
Lambert, Mabel,	Dover, Morris.
Lucas, Mary C.,	Lambertville, Hunterdon.
Lynn, Maud,	Fallsington, Pennsylvania.
McConachy, M. Alice,	Blairstown, Warren.
McConachy, Anna C.,	Blairstown, Warren.
Meagher, Mary F.,	Long Branch, Monmouth.
Merchant, Mary E.,	Ironia, Monmouth.
Mitchell, Margaret Eytinge,	Bayonne, Hudson.
Muschert, Bertha Eastburn,	Morrisville, Pennsylvania.
Monroe, Mamie,	Atlantic City, Atlantic.
Moore, Laura Weston,	Trenton, Mercer.
Plum, Mary Elizabeth,	Flemington, Hunterdon.
Price, Richard S.,	Bakersville, Atlantic.
Pullen, Isabel Van Kirk,	Trenton, Mercer.
Reed, E. Pauline,	Absecon, Atlantic.
Riddick, Altha B.,	Whig Lane, Salem.
Robison, Louise,	Scotch Plains, Union.
Savacool, Mary Emma,	Ridgewood, Bergen.
Shemeley, Florence Estella,	Jamesburg, Middlesex.
Simpson, Nettie S.,	Beverly, Burlington.
Skillman, Anna M.,	Skillman, Somerset.
Southard, Emma S.,	Beverly, Burlington.
Strachan, Martha M. H.,	Passaic, Passaic.
Stradling, Lulu F.,	Trenton, Mercer.
Stretch, Sara Harris,	Hancock's Bridge, Salem.
Summerill, Hanna A.,	Penns Grove, Salem.
Thomas, Meta Hepworth,	Trenton, Mercer.
Thompson, Florence G.,	Juliestown, Burlington.
Thurlow, Mary,	Blackwood, Camden.
Todd, Marguerite Bonner,	Orange, Essex.
Tomlinson, Elliott J.,	Bridgeton, Cumberland.
Truex, Virginia C.,	Trenton, Mercer.
Tyndall, Sadie E.,	Mt. Freedom, Morris.
Van Acker, Elizabeth L.,	Princeton, Mercer.
Vanleer, Mary Frazer,	Deerfield, Cumberland.
Van Winkle, Annie,	Red Bank, Monmouth.
Voorhees, Blanch Angelo,	North Branch, Somerset.
Warner, Maud Marian,	Hainesville, Sussex.
Welch, Fannie Florence,	Paterson, Passaic.
Wentink, Jennie,	Passaic, Passaic.
Wilson, Sara Conard,	Newtown, Pennsylvania.
Woolman, Helena Rowena,	Crosswicks, Burlington.
Wright, Edna Jay,	Allentown, Monmouth.
Wright, May Frances,	Newark, Essex.
Walls, Daisy E.,	Vineland, Cumberland.

## COMMENCEMENT.

## NEW JERSEY STATE MODEL SCHOOL,

TRENTON, N. J.

Tuesday, June 18th, 1895, 8 o'clock P. M.

## SCHOOL AUDITORIUM.

## PROGRAMME.

1. Chant—"The Lord's Prayer" ..... *Gregorian.*  
EVELYN L. WILDER, LOUISE M. BETTICHER, EDWIN C. STICKLE  
and W. HOMER AXFORD.
2. Address—"The Progress of Discovery during the Nineteenth  
Century" ..... CLARE MARTIN HENRY (Honor).
3. Piano Solo—"Grand Valse Styrienne" ..... *Wollenhaupt.*  
JOHN MUIRHEID.
4. Recitation—"Concepcion de Arguello" ..... *Bret Harte.*  
IDA BELLE BROKAW.
5. Glee—"See our Oars with Feathered Spray" ..... *Stevenson.*
6. Address—"America's Commercial Destiny" ..... JOHN T. DRAKE.
7. Part Song—"O, Come with Me" ..... *Arranged from Schumann.*  
STATE SCHOOLS GLEE CLUB.
8. Essay—"The Last Leaf" ..... MARY FOSS BUCHANAN.
9. Glee—"Rustic Coquette" ..... *Champneys.*
10. Recitation—Selection from "My Summer in a Garden" .....  
*Charles Dudley Warner.*  
HARRY BEACH STRUBLE.
11. Quartette—"Over the Hills at Break of Day" ..... *Geibel.*  
STATE SCHOOLS MALE QUARTETTE.
12. Essay—"At Tabard Inn" ..... ANNIE AUGUSTA GLOVER (Honor).
13. Vocal Solo—"Dear Heart" ..... *Matti.*  
EVELYN L. WILDER.
14. Address—"The Revival of the Olympic Games" .....  
JOHN MUIRHEID (Honor).
15. Instrumental Trio— { First Violin ..... W. HOMER AXFORD.  
Second Violin ..... ELIZABETH A. FISHER.  
Cornet ..... ROBERT P. AGNEW.
16. Presentation of the Class by the Principal.....
17. Awarding of Diplomas by HON. JAMES M. SEYMOUR, Vice Presi-  
dent of the State Board of Education.
18. Glee—"Let the Hills and Vales Resound" ..... *Richards.*

## CLASS OF '95.

"Prodesse Virtus Est."

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Ida Belle Brokaw,  
Mary Foss Buchanan,  
Emma Gertrude Camp,  
Mary Chamberlain,  
Annie Augusta Glover,  
Lennwilla Lewis,  
Lillian Combs Scudder,  
Ida Wallace Woodruff,  
W. Homer Axford,  
Robert Graham Dale,  
John T. Drake,

Clare Martin Henry,  
William Hoffman,  
Charles Paul Knight,  
John Muirheid,  
Rufus George Poland,  
John Davison Rue,  
Harry Beach Struble,  
Roger Sherman Tharp,  
Jared Warner Welling,  
Frederick Berg Zandt.



## NORMAL SCHOOL REGISTRY.

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The following is the enrollment of students of the Normal School,  
with their classification at the close of the year :

### SENIOR SECOND—FEBRUARY DIVISION.

<i>Name.</i>	<i>Residence.</i>
Aspinwall, Alice,	Millville, Cumberland.
Bergen, Abbi Wetherell,	Dutch Neck, Mercer.
Black, M. Stanley,	Swedesboro, Gloucester.
Botti, Matilda M.,	Lambertville, Hunterdon.
Bray, Effie M.,	Mine Hill, Morris.
Broadhurst, Ruth K.,	Bordentown, Burlington.
Brouwer, Mildred V.,	Rahway, Union.
Budd, Lizzie B.,	Pemberton, Burlington.
Burgstesser, Edith L.,	Trenton, Mercer.
Carmichael, Bertha,	Toms River, Ocean.
Cloke, Clara Virginia,	Trenton, Mercer.
Cromwell, Stella L.,	Bordentown, Burlington.
Crook, Gertrude,	Rockaway, Morris.
Davis, Bertha M.,	Milford, Delaware.
Davis, Estella M.,	Milford, Delaware.
Dreisbach, Matilda V.,	Oxford, Warren.
Edwards, Lucy Sophie,	Dover, Morris.
Finkelstein, E. Belle,	Perth Amboy, Middlesex.
Grant, Margaret S.,	Kingston, Middlesex.
Harris, Maizie Fellowes,	Allendale, Bergen.
Heath, Lillian E.,	Eatontown, Monmouth.
Hetfield, M. Elizabeth,	Rahway, Union.
Holland, Anna Elizabeth,	Trenton, Mercer.
Hughes, Theo. Leigh,	Trenton, Mercer.
Hooper, Lillian,	Trenton, Mercer.
Jay, Kate,	Vineland, Cumberland.
Kelly, Margaret G.,	Lambertville, Hunterdon.
King, Bertha M.,	Little Silver, Monmouth.
Knodle, Ethel C.,	Beverly, Burlington.
Kelly, Nora T.,	Lambertville, Hunterdon.

<i>Name.</i>	<i>Residence.</i>
McCain, Maude,	Trenton, Mercer.
McConnell, Sarah Margaret,	Lambertville, Hunterdon.
Muehleck, Lucy Elizabeth,	Absecon, Atlantic.
Murdoch, Augusta Naomi,	Orange, Essex.
Murray, Daisy R.,	Trenton, Mercer.
Morrell, Emilie A.,	Trenton, Mercer.
Norman, Blanche,	Milton, Morris.
Osborn, G. Henry,	Hilton, Essex.
Robbins, Robert L.,	Mauricetown, Cumberland.
Slover, Alice Dayton,	South Amboy, Middlesex.
Smeeton, Carrie A.,	Bayonne, Hudson.
Stites, Marion Gertrude,	Hewitt, Passaic.
Sullivan, Cecilia,	Harrison, Hudson.

## SENIOR SECOND—JUNE DIVISION.

Anderson, Mary M.,	Milford, Burlington.
Ackerman, Mary L.,	St. Augustine, Florida.
Aldous, Julia L.,	Passaic, Passaic.
Allen, Kate S.,	Medford, Burlington.
Alpers, Emily B.,	Bayonne, Hudson.
Arndt, Louisa,	Riverside, Burlington.
Bailey, Eliza H.,	Morrisville, Pennsylvania.
Berkan, Madeline E.,	Passaic, Passaic.
Bigelow, Josephine E.,	Passaic, Passaic.
Bishop, Fannie D.,	Beverly, Burlington.
Bogan, J. Regina,	New Brunswick, Middlesex.
Brooke, Mamie L.,	Shirley, Salem.
Brown, Addie,	Cranbury, Middlesex.
Brown, Mary N.,	Brielle, Monmouth.
Browning, Jennie M.,	Camden, Camden.
Barber, Mary,	Stewartsville, Warren.
Cheston, Martha A.,	Griggstown, Somerset.
Conover, Mary A.,	Bridgeborough, Burlington.
Considine, Elizabeth A.,	Lambertville, Hunterdon.
Covert, Clara Rose Anna,	Trenton, Mercer.
Crook, Grace A.,	Rockaway, Morris.
Cubberley, Viola,	Long Branch, Monmouth.
Curtis, Anna V. L.,	Trenton, Mercer.
Davis, Luther S.,	Shiloh, Cumberland.
Derickson, Gertrude H.,	Paulsborough, Gloucester.
Dickinson, Harriet,	Trenton, Mercer.
Donnell, Nettie M.,	Hightstown, Mercer.
Earley, Florence,	Trenton, Mercer.
Ege, Ida S.,	Hopewell, Mercer.
Emmel, Mary J.,	Glassboro, Gloucester.

<i>Name.</i>	<i>Residence.</i>	
Farrow, Julia D.,	Summit,	Union.
Fisher, Elizabeth A.,	Shiloh,	Cumberland.
Flanagan, Annie B.,	Bridgeport,	Gloucester.
Fulper, May O.,	Flemington,	Hunterdon.
Garrigues, Nellie S.,	Moorestown,	Burlington.
Gibney, Annie V.,	Phillipsburg,	Warren.
Gunderman, Lena R.,	Houses,	Sussex.
Haines, Alethia P.,	Moorestown,	Burlington.
Hann, Nellie T.,	Pleasant Grove,	Morris.
Harrison, Raymond S.,	Newark,	Essex.
Hayday, Florence S.,	Atlantic City,	Atlantic.
Hunt, Mamie,	Weekawken,	Bergen.
Hunter, Mae,	Ridgefield Park,	Bergen.
Hutchinson, Margaret E.,	Trenton,	Mercer.
Irwin, Louisa S.,	Beverly,	Burlington.
Ivins, Rebekah T.,	Burlington,	Burlington.
Ivins, Josephine E.,	Burlington,	Burlington.
Jackson Anna A.,	Long Branch,	Monmouth.
Jaggard, Cora J.,	Kirkwood,	Camden.
Jardine, Marian,	Ridgewood,	Bergen.
Johnston, Louise W.,	Trenton,	Mercer.
Jones, Beulah R.,	Trenton,	Mercer.
Kellemen, Alice,	Morris Plains,	Morris.
Kinney, Nana E.,	Deckertown,	Sussex.
Lambert, Mabel,	Dover,	Morris.
Lucas, Mary C.,	Lambertville,	Hunterdon.
Lynn, Maud,	Fallsington,	Pennsylvania.
McConachy, M. Alice,	Blairstown,	Warren.
McConachy, Anna C.,	Blairstown,	Warren.
Meagher, Mary F.,	Long Branch,	Monmouth.
Merchant, Mary E.,	Ironia,	Monmouth.
Mitchell, Margaret E.,	Bayonne,	Hudson.
Muschert, Bertha E.,	Morrisville,	Pennsylvania.
Monroe, Mamie,	Atlantic City,	Atlantic.
Moore, Laura W.,	Trenton,	Mercer.
Plum, Mary E.,	Flemington,	Hunterdon.
Price, Richard S.,	Bakersville,	Atlantic.
Pullen, Isabel V.,	Trenton,	Mercer.
Reed, E. Pauline,	Absecon,	Atlantic.
Riddick, Altha B.,	Whig Lane,	Salem.
Robison, Louise,	Scotch Plains,	Union.
Rosenkrans, Lester L.,	Trenton,	Mercer.
Savacool, Mary E.,	Ridgewood,	Bergen.
Shemeley, Florence E.,	Jamesburg,	Middlesex.
Simpson, Nettie S.,	Beverly,	Burlington.
Skillman, Anna M.,	Skillman,	Somerset.



<i>Name.</i>	<i>Residence.</i>
Southard, Emma S.,	Beverly, Burlington.
Stout, Ella C.,	Trenton, Mercer.
Strachan, Martha M. H.,	Passaic, Passaic.
Stradling, Lulu F.,	Trenton, Mercer.
Stretch, Sara H.,	Hancock's Bridge, Salem.
Summerill, Hanna A.,	Penns Grove, Salem.
Thomas, Meta H.,	Trenton, Mercer.
Thompson, Florence G.,	Juliestown, Burlington.
Thurlow, Mary,	Blackwood, Camden.
Titus, Mary F.,	Lawrenceville, Mercer.
Todd, Marguerite B.,	Orange, Essex.
Tomlinson, Elliott J.,	Bridgeton, Cumberland.
Truex, Virginia C.,	Trenton, Mercer.
Tyndall, Sadie E.,	Mt. Freedom, Morris.
Van Acker, Elizabeth L.,	Princeton, Mercer.
Vanleer, Mary F.,	Deerfield, Cumberland.
Van Lieu, Lina,	Wertsville, Hunterdon.
Van Winkle, Annie,	Red Bank, Monmouth.
Voorhees, Blanche A.,	North Branch, Somerset.
Warner, Maud M.,	Hainesville, Sussex.
Welch, Fannie F.,	Paterson, Passaic.
Wentink, Jennie,	Passaic, Passaic.
Wilson, Sara C.,	Newtown, Pennsylvania.
Woolman, Helen R.,	Crosswicks, Burlington.
Wright, Edna J.,	Allentown, Monmouth.
Wright, May F.,	Newark, Essex.
Walls, Daisy E.,	Vineland, Cumberland.

## SENIOR FIRST.

Ayres, Jessie,	Branchville, Sussex.
Balderston, Helen H.,	Dolington, Pennsylvania.
Bartine, Mary C.,	Asbury Park, Monmouth.
Black, Florence G.,	Aura, Gloucester.
Brumbaugh, Irene,	Pipersville, Pennsylvania.
Botti, John R.,	Lambertville, Hunterdon.
Cafferty, Elva N.,	Allentown, Monmouth.
Carr, Mary,	Trenton, Mercer.
Cavanagh, Martha I.,	Bayonne, Hudson.
Chambre, Marguerite,	Dover, Morris.
Conlain, Margaret,	Phillipsburg, Warren.
Davy, Eva G.,	Hoboken, Hudson.
Dilks, Alfarata,	Royersford, Pennsylvania.
Fithian, Irene S.,	Greenwich, Cumberland.
Gallagher, Tressa,	Trenton, Mercer.

<i>Name.</i>	<i>Residence.</i>	
Gibbons, Jennie A.,	Perth Amboy,	Middlesex.
Hauser, Stella,	Trenton,	Mercer.
Henry, George A.,	Plainfield,	Union.
Hinkle, Clara T.,	Atlantic City,	Atlantic.
Ivins, Harriet,	Red Bank,	Monmouth.
Johnson, Elsie,	Kinkora,	Burlington.
Kafes, Lulu,	Trenton,	Mercer.
King, Carrie T.,	Mendham,	Morris.
Lanterman, Addie M.,	Mt. Freedom,	Morris.
Merrell, Anna D.,	Millstone,	Somerset.
Moore, Cora E.,	Trenton,	Mercer.
Morgan, Sadie,	Bordentown,	Burlington.
Oliver, Mary E.,	Mendham,	Morris.
Pierce, Hannah,	Trenton,	Mercer.
Prentiss, May E.,	Vineland,	Cumberland.
Randall, Julia I.,	Vineland,	Cumberland.
Risley, Medora,	Smith's Landing,	Atlantic.
Risley, Fred. B.,	Smith's Landing,	Atlantic.
Robinson, Charles N.,	Camden,	Camden.
Roche, Margaret T.,	Lambertville,	Hunterdon.
Rogers, E. Josephine,	Hammonton,	Atlantic.
Sage, Edmund E.,	Gillette,	Morris.
Spoor, Edna E.,	Carversville,	Pennsylvania.
Stantial, Anna M.,	Trenton,	Mercer.
Thompson, Florence W.,	Trenton,	Mercer.
Trimmer, Nellie Q.,	Yardley,	Pennsylvania.
Tunis, Annie H.,	Trenton,	Mercer.
Wainright, Frances,	Brielle,	Monmouth.
Westervelt, Isabella,	Rahway,	Union.
Winslow, Louisa M.,	Vineland,	Cumberland.

## A SECOND.

Accock, Maud,	Trenton,	Mercer.
Albert, Bessie,	East Orange,	Essex.
Ball, Blanche M.,	Berne,	New York.
Bellis, Horace,	Trenton,	Mercer.
Berry, Marion,	Upper Montclair,	Essex.
Betticher, Louise M.,	Beverly,	Burlington.
Boudinot, Cecilia R.,	Long Branch,	Monmouth.
Bowen, Marion W.,	Burlington,	Burlington.
Brelsford, Florence,	Trenton,	Mercer.
Bradley, David H.,	Camden,	Camden.
Bruker, Rosina,	Bordentown,	Burlington.
Burke, Henrietta,	Long Branch,	Monmouth.

<i>Name.</i>	<i>Residence.</i>
Camp, Harriette V. A.,	New Egypt, Ocean.
Carr, Ray R.,	Manchester, Ocean.
Caulfield, Annie B.,	Trenton, Mercer.
Cazin, Adele,	Hoboken, Hudson.
Chalmers, Sara,	East Orange, Essex.
Christopher, Maud,	Wyckoff, Bergen.
Clayton, Ruth,	Ocean Grove, Monmouth.
Cobb, Edna L.,	Long Branch, Monmouth.
Coe, Mary L.,	Dover, Morris.
Craft, Ada L.,	Trenton, Mercer.
Crane, Helen G.,	Trenton, Mercer.
Crook, Alice,	Manchester, Ocean.
Davis, B. Amoretta,	Trenton, Mercer.
Davison, Kittie F.,	Franklin Park, Middlesex.
Decker, Ralph,	Flatbrookville, Sussex.
Dickerson, Octavius,	Woodbury, Gloucester.
Diecks, Agnes,	Orange, Essex.
Dobbins, Almira,	Red Bank, Monmouth.
Dover, Laura,	Parry, Burlington.
Dow, Mary E.,	Somerville, Somerset.
Dunning, Frances S.,	Deckertown, Sussex.
Durling, Mary J.,	Newark, Essex.
Dutrow, Milison M.,	Rahway, Union.
Eisele, Charlotta,	West End, Monmouth.
Eldredge, Ella R.,	Atlantic City, Atlantic.
Evans, Virginia,	Delaware Gap, Warren.
Frazer, John E.,	Allenwood, Monmouth.
Garrison, Harry E.,	Aura, Gloucester.
Gardiner, Delma,	Westville, Gloucester.
Gaskill, Anna S.,	Windsor, Mercer.
Gibson, Nellie,	Brownsburg, Pennsylvania.
Hackett, Carrie,	Daretown, Salem.
Hagan, Bertha,	South Dennis, Cape May.
Harris, Edna,	Upper Montclair, Essex.
Hart, Blanche C.,	New Brunswick, Middlesex.
Hartley, Ella,	Palmyra, Burlington.
Hartner, Anna M.,	Gibbsborough, Camden.
Havens, Mary M.,	Bordentown, Burlington.
Hays, Jennie E.,	Kingston, Somerset.
Hemphill, Edith C.,	Riverton, Burlington.
Henion, Cora M.,	Ramseys, Bergen.
Hibbs, Mabel H.,	Trenton, Mercer.
Hoffman, Nellie M.,	Califon, Hunterdon.
Horn, Elizabeth,	Belvidere, Warren.
Hortman, Carrie W.,	Pedricktown, Salem.
Howell, D. Alanson,	Hope, Warren.

<i>Name.</i>	<i>Residence.</i>
Downs, Orietta,	South River, Middlesex.
Durie, Martha L.,	Tappan, New York.
Flecke, Mary A.,	Alpine, Bergen.
Fritz, Stella M.,	Trenton, Mercer.
Gordon, Adele T.,	Trenton, Mercer.
Green, Matilda,	Trenton, Mercer.
Griffin, Mary,	Trenton, Mercer.
Haley, Mary C.,	Mauricetown, Cumberland.
Hayden, Julia C.,	Long Branch, Monmouth.
Huggan, A. Edith,	Newark, Essex.
Ireland, Anna,	Trenton, Mercer.
Kargé, Ella,	Smithville, Burlington.
Kean, C. Warren,	Elmer, Salem.
Koehler, Christine,	Riverton, Burlington.
Kymer, Anna,	Wykertown, Sussex.
Kiger, Nellie,	Daretown, Salem.
Knoner, Rebecca L.,	Westwood, Bergen.
Littell, Julia W.,	Spottswood, Middlesex.
Lodor, Charles F.,	Lambertville, Hunterdon.
McKeever, Catharine C.,	Lambertville, Hunterdon.
Middleton, Kate P.,	Townsend Inlet, Cape May.
Mitchell, Lizzie,	Trenton, Mercer.
Murphy, Maizie V.,	Trenton, Mercer.
McNeal, Anna A.,	New Hope, Pennsylvania.
Morgan, Annie I.,	New Brunswick, Middlesex.
Morton, Grace D.,	Salem, Salem.
Nelson, V. Alfaretta,	Ocean Grove, Monmouth.
Norris, Louie M.,	Manasquan, Monmouth.
Palmer, Fred. A.,	Frenchtown, Hunterdon.
Payran, F. Olivia,	Trenton, Mercer.
Pierce, Lulu,	Trenton, Mercer.
Reilly, Julia C.,	Lambertville, Hunterdon.
Robertson, Jennie M.,	Newark, Essex.
Rue, Caroline L.,	Freehold, Monmouth.
Sherman, Amelia M.,	West Orange, Essex.
Sheppard, C. Augustus,	Newport, Cumberland.
Sheppard, James F.,	Fairton, Cumberland.
Smith, Ernest C.,	Trenton, Mercer.
Stadlinger, Rosa,	Deans, Middlesex.
Strang, Tirzah A.	Camden, Camden.
Taylor, Laura,	Asbury Park, Monmouth.
Templeton, Lydia,	Keyport, Monmouth.
Vactor, Elmer R.,	Martinsville, Somerset.
Vander Veer, Mary,	Rocky Hill, Somerset.
Van Wyck, Mary W.,	Perth Amboy, Middlesex.
Warner, Bessie S.,	Trenton, Mercer.

<i>Name.</i>	<i>Residence.</i>	
Terwilliger, J. Alice,	Newark,	Essex.
Thomas, Rebecca,	Cinnaminson,	Burlington.
Thompson, Catharine,	Manchester,	Ocean.
Thorpe, Jennie,	Morris Plains,	Morris.
Van Artsdale, Laura R.,	Dunellen,	Middlesex.
Van Atta, Bessie W.,	Bordentown,	Burlington.
Van Deventer, G. Evelyn,	New Brunswick,	Middlesex.
Van Pelt, Olive D.,	New Brunswick,	Middlesex.
Van Wagoner, Louise,	Waldwick,	Bergen.
Viehman, Louise D.,	New Brunswick,	Middlesex.
Venable, George N.,	Paterson,	Passaic.
Warner, Grace M.,	East Orange,	Essex.
Watson, Anna W.,	Greenwich,	Cumberland.
Weston, Ella M.,	Trenton,	Mercer.
Willgus, Flora E.,	Red Bank,	Monmouth.
Wilson, Mary G.,	Newtown,	Pennsylvania.
Wintamute, Bertha M.,	Stillwater,	Sussex.
Wood, Alice M.,	Trenton,	Mercer.
Woods, Eva N.,	Jersey City,	Hudson.
Woolman, Susie E.,	Masonville,	Burlington.
Wilder, Evelyn L.,	East Orange,	Essex.
Young, Bessie,	Atlantic City,	Atlantic.
Young, Carol K.,	Finley Station,	Cumberland.

## A FIRST.

Allen, Margaret H.,	Asbury Park,	Monmouth.
Almer, Allie F.,	Denville,	Warren.
Aten, Nellie,	Norwood,	Bergen.
Barkley, Jean D.,	Lamberville,	Hunterdon.
Barwis, Bertha M.,	Trenton,	Mercer.
Bennett, Marie A.,	Long Branch,	Monmouth.
Borman, John H., Jr.,	Warrenville,	Somerset.
Bowne, G. Gertrude,	Trenton,	Mercer.
Bray, Edward G.,	Lambertville,	Hunterdon.
Bryce, Margaret T.,	Passaic,	Passaic.
Burfitt, Clara L.,	Vineland,	Cumberland.
Brown, Helen W.,	Camden,	Camden.
Carter, Mary P.,	Penn Valley,	Pennsylvania.
Child, Annie R.,	Red Bank,	Monmouth.
Coll, Mary E.,	Lambertville,	Hunterdon.
Collins, Anna L.,	Cape May C. H.,	Cape May.
Coons, Annie,	Deckertown,	Sussex.
Convery, John T.,	Trenton,	Mercer.
Cramer, Bertha F.,	Mays Landing,	Atlantic.

<i>Name.</i>	<i>Residence.</i>	
Downs, Orietta,	South River,	Middlesex.
Durie, Martha L.,	Tappan,	New York.
Flecke, Mary A.,	Alpine,	Bergen.
Fritz, Stella M.,	Trenton,	Mercer.
Gordon, Adele T.,	Trenton,	Mercer.
Green, Matilda,	Trenton,	Mercer.
Griffin, Mary,	Trenton,	Mercer.
Haley, Mary C.,	Mauricetown,	Cumberland.
Hayden, Julia C.,	Long Branch,	Monmouth.
Huggan, A. Edith,	Newark,	Essex.
Ireland, Anna,	Trenton,	Mercer.
Kargé, Ella,	Smithville,	Burlington.
Kean, C. Warren,	Elmer,	Salem.
Koehler, Christine,	Riverton,	Burlington.
Kymer, Anna,	Wykertown,	Sussex.
Kiger, Nellie,	Daretown,	Salem.
Knoner, Rebecca L.,	Westwood,	Bergen.
Littell, Julia W.,	Spottswood,	Middlesex.
Lodor, Charles F.,	Lambertville,	Hunterdon.
McKeever, Catharine C.,	Lambertville,	Hunterdon.
Middleton, Kate P.,	Townsend Inlet,	Cape May.
Mitchell, Lizzie,	Trenton,	Mercer.
Murphy, Maizie V.,	Trenton,	Mercer.
McNeal, Anna A.,	New Hope,	Pennsylvania.
Morgan, Annie I.,	New Brunswick,	Middlesex.
Morton, Grace D.,	Salem,	Salem.
Nelson, V. Alfaretta,	Ocean Grove,	Monmouth.
Norris, Louie M.,	Manasquan,	Monmouth.
Palmer, Fred. A.,	Frenchtown,	Hunterdon.
Payran, F. Olivia,	Trenton,	Mercer.
Pierce, Lulu,	Trenton,	Mercer.
Reilly, Julia C.,	Lambertville,	Hunterdon.
Robertson, Jennie M.,	Newark,	Essex.
Rue, Caroline L.,	Freehold,	Monmouth.
Sherman, Amelia M.,	West Orange,	Essex.
Sheppard, C. Augustus,	Newport,	Cumberland.
Sheppard, James F.,	Fairton,	Cumberland.
Smith, Ernest C.,	Trenton,	Mercer.
Stadlinger, Rosa,	Deans,	Middlesex.
Strang, Tirzah A.	Camden,	Camden.
Taylor, Laura,	Asbury Park,	Monmouth.
Templeton, Lydia,	Keyport,	Monmouth.
Vactor, Elmer R.,	Martinsville,	Somerset.
Vander Veer, Mary,	Rocky Hill,	Somerset.
Van Wyck, Mary W.,	Perth Amboy,	Middlesex.
Warner, Bessie S.,	Trenton,	Mercer.

<i>Name.</i>	<i>Residence.</i>	
Wharton, Clara,	Titusville,	Mercer.
Wilson, David,	Paterson,	Passaic.
Woods, Mamie F.,	Kingsland,	Bergen.
Yates, R. Milton,	Allentown,	Monmouth.

## B SECOND.

Ackley, Elenora,	Deerfield,	Cumberland.
Alden, Eleanor N.,	West Summit,	Union.
Allen, Ada B.,	Princeton,	Mercer.
Barthoff, J. Howard,	Ramseys,	Bergen.
Bate, E. Morris,	Fishing Creek,	Cape May.
Batchelor, Mary,	Camden,	Camden.
Bauer, Hattie C.,	Irvington,	Essex.
Black, Lizzie S.,	Swedesboro,	Gloucester.
Boblitz, Blanche E.,	Hamilton Square,	Mercer.
Brook, Ida K.,	Trenton,	Mercer.
Clarke, Matilda E.,	Stillwater,	Sussex.
Condit, Clara L.,	West Orange,	Essex.
Conover, Mabel,	Newark,	Essex.
Cregar, Martha J.,	Trenton,	Mercer.
Cresse, S. Mattison,	Cape May C. H.,	Cape May.
Crippen, John R.,	Trenton,	Mercer.
Conover, Nathan,	Clinton,	Hunterdon.
Creveling, Lizzie,	Asbury Park,	Monmouth.
Collins, Elsie C.,	Nordhoff,	Bergen.
Davison, Charlotte R.,	Manalapan,	Monmouth.
Davison, Emily,	Manasquan,	Monmouth.
Delaney, Maria,	Trenton,	Mercer.
Dennis, Annette B.,	Deckertown,	Sussex.
Dickerson, Morgan,	Woodbury,	Gloucester.
Dickinson, Caroline,	Chatham,	Morris.
Dilts, Blanche L.,	Roselle,	Union.
Du Bois, Mary E.,	Holmdel,	Monmouth.
Ernst, Laura,	Perth Amboy,	Middlesex.
Ettenger, Aline,	Lewistown,	Burlington.
Ewing, Zillie,	Rileyville,	Hunterdon.
Eckerson, Lillian,	River Vale,	Bergen.
Finley, Hettie C.,	Cohansey,	Salem.
Folwell, Maude H.,	Mt. Holly,	Burlington.
Fuller, Elizabeth,	Schraalenburgh,	Bergen.
Gants, Lydia S.,	Morrisville,	Pennsylvania.
Gray, Sara,	Bridgeton,	Cumberland.
Garretson, Edythe,	Perth Amboy,	Middlesex.
Hackett, Bessie,	Salem,	Salem.

<i>Name.</i>	<i>Residence.</i>
Hackett, Helen C.,	Woodstown, Salem.
Hammond, Hannah,	Manalapan, Monmouth.
Harker, Laura,	Jacobstown, Burlington.
Hazelton, Alice H.,	Mullica Hill, Gloucester.
Henderson, Elizabeth S.,	New Brunswick, Middlesex.
Hilliard, Lizzie,	Absecon, Atlantic.
Hinsdale, Bertha,	Woodbridge, Middlesex.
Howe, Esther M. E.,	Red Bank, Monmouth.
Hoff, Emma C.,	Frenchtown, Hunterdon.
Howell, Clarence J.,	Mauricetown, Cumberland.
Hoffington, Dennis,	Woodbury, Gloucester.
Jacobs, C. Lillian,	Hammonton, Atlantic.
Justice, Oliver T.,	Pedricktown, Salem.
Kimble, Lizzie A.,	Augusta, Sussex.
Ludlow, Elmer M.,	Haddonfield, Camden.
Lynch, Margaret E.,	Chatham, Morris.
Lyon, Annie L.,	Newark, Essex.
Margerum, Katherine,	Trenton, Mercer.
McCormick, Katharine L.,	Perth Amboy, Middlesex.
Mellor, Mabel A.,	Hillcrest, Mercer.
Meseroll, Elizabeth S.,	Long Branch, Monmouth.
Miller, Elizabeth,	Yardley, Pennsylvania.
Miller, Mary E.,	Magnolia, Camden.
Murdoch, E. Naomi,	Ocean City, Cape May.
Moore, Estelle V.,	Stockton, Hunterdon.
Manning, May R.,	Camden, Camden.
Marren, Margaret,	Bordentown, Burlington.
Nelson, Belle,	Hillsdale, Bergen.
Newbury, Elizabeth P.,	Barnegat, Ocean.
Newbury, Prudence A.,	Barnegat, Ocean.
Northwood, Bertha,	Trenton, Mercer.
Ott, Mary E.,	Deerfield, Cumberland.
Owen, Helen M.,	Elizabeth, Union.
Oxenford, Bertha L.,	Perth Amboy, Middlesex.
Palmer, V. Claude,	Tuckerton, Ocean.
Parker, Lizzie P.,	Forked River, Ocean.
Patterson, Sarah,	Westville, Gloucester.
Payran, Irene M.,	Trenton, Mercer.
Plumley, Alice,	Middlebush, Somerset.
Polhemus, Nellie L.,	Black's Mills, Monmouth.
Pullen, Lillian S.,	Hightstown, Mercer.
Reed, Elizabeth,	Titusville, Mercer.
Rickard, Bessie H.,	Bordentown, Burlington.
Rideout, Lillian H.,	Tenafly, Bergen.
Rogers, Alice M.,	Trenton, Mercer.
Robison, Bessie A.,	Salem, Salem.



<i>Name.</i>	<i>Residence.</i>
Rundle, Isaac M.,	Walpack Centre, Sussex.
Sage, Frederick H.,	Gillette, Morris.
Scott, Bertha W.,	Trenton, Mercer.
Scott, Dora A.,	Trenton, Mercer.
Shann, Mabel A.,	Princeton, Mercer.
Shotwell, Lillie,	Hightstown, Mercer.
Stewart, Juliaette,	Hilton, Essex.
Tichenor, Blanche,	Merchantville, Camden.
Turford, Dora,	Trenton, Mercer.
Turquand, Estelle B.,	New York, New York.
Vogel, Hannah,	Trenton, Mercer.
Weller, Mary C.,	Washington, Warren.
White, M. Emma,	Rahway, Union.
Wilmot, Meta,	Lambertville, Hunterdon.
Wooster, Vernie Marie,	Berlin, Camden.
Wortendyke, May,	Hillsdale, Bergen.

## B FIRST.

Armstrong, Jennie B.,	Ewingville, Mercer.
Barrell, Ruth,	New Providence, Union.
Brelsford, Bertha,	Bordentown, Burlington.
Brokaw, Leila A.,	Plainville, Somerset.
Burden, Rhoda H.,	Waretown, Ocean.
Bugless, Laura,	Port Morris, Morris.
Butterfield, Annie G.,	River Edge, Bergen.
Carpenter Emma H.,	Rahway, Union.
Carr, Ella,	Sykesville, Burlington.
Conant, Florence E.,	Passaic, Passaic.
Cuddy, Helen E.,	New Brunswick, Middlesex.
Carson, Matilda,	Red Bank, Monmouth.
Clabby, Anastasia M.,	Passaic, Passaic.
D'Arcus, Jennie M.,	Trenton, Mercer.
Deviney, Jane S.,	Jobstown, Burlington.
Dungan, Tempie,	Harlingen, Somerset.
Flynn, Mary,	Trenton, Mercer.
Garrison, Blanche,	Camden, Camden.
Halsey, Cornelia,	South Orange, Essex.
Hayes, Martha,	Trenton, Mercer.
Heady, Harriet B.,	Passaic, Passaic.
Henry, Evilyn,	Penns Grove, Salem.
Hermann, Katie B.,	Carteret, Middlesex.
Hoffman, Margaret,	Trenton, Mercer.
Howard, Katherine,	Trenton, Mercer.
Jackson, May,	Trenton, Mercer.

<i>Name.</i>	<i>Residence.</i>
Jacobs, Mary,	Hammonton, Atlantic.
Ketcham, Laura,	Red Bank, Monmouth.
Kelley, Kate C.,	New Hope, Pennsylvania.
Kinsley, Myra,	Brown's Mills, Burlington.
Le Fevre, Anna,	Blackwood, Camden.
MacCoy, May,	Trenton, Mercer.
Maher, Mary C.,	Trenton, Mercer.
Mason, Mattie,	Slackwood, Mercer.
Mitchell, Hannah,	Trenton, Mercer.
Mundy, Iva M.,	Newark, Essex.
Quigley, Iva P.,	Orange, Essex.
Quigley, Lillian H.,	Orange, Essex.
Rankin, Isabel,	Manasquan, Monmouth.
Roberts, Stella L.,	Merchantville, Camden.
Rosenkrans, Maud,	Walpack Centre, Sussex.
Skillman, Mary B.,	Skillman, Somerset.
Sullivan, Peter,	Stockton, Hunterdon.
Taylor, Iona M.,	Bridgeton, Cumberland.
Thurlow, Mae G.,	Sewell, Gloucester.
Van Harler, Elizabeth,	Trenton, Mercer.
Van Harler, Hannah,	Trenton, Mercer.
Webber, Hattie E.,	Martinsville, Somerset.
Williamson, Charles,	Mt. Pleasant, Hunterdon.
Zabriskie, Suzette,	Cherry Hill, Bergen.



# MODEL SCHOOL REGISTRY.

## HIGH SCHOOL DEPARTMENT.

### *Males.*

#### POST-GRADUATE.

<i>Name.</i>	<i>Residence.</i>
Studdiford, Augustus.....	Lambertville.

#### SENIOR CLASS.

Axford, William Homer.....	Naughtright.
Dale, Robert G.....	Trenton.
Drake, John T.....	Chester.
Henry, Clare M.....	Basking Ridge.
Hoffman, William.....	Stockton.
Knight, C. Paul.....	Clinton.
Muirheid, John.....	South Amboy.
Poland, Rufus G.....	Maiden, Montana.
Rue, John D.....	Allentown.
Struble, Harry B.....	Trenton.
Tharp, Roger S.....	Pattenburg.
Titus, William W.....	Trenton.
Welling, Jared W.....	Titusville.
Zandt, Fred. B.....	Jamesburg.

#### A CLASS.

Bamford, William B.....	Trenton.
Bateman, Morton.....	Port Norris.
Brace, Fred. R.....	Trenton.
Buchanan, Malcolm G.....	Trenton.
Clemons, Arthur H.....	Helmetta.
Cook, Raymond S.....	Trenton.
Cornell, A. Boyd.....	Trenton.
Codington, Horace.....	Martinville.
Dickinson, Lynford.....	Trenton.

<i>Name.</i>	<i>Residence.</i>
Duckworth, Milton.....	Little York.
Ely, Ryke.....	Deans.
Enright, James J.....	Freehold.
Evans, Samuel.....	Trenton.
Holcombe, Emley M. ....	Lambertville.
Harris, Arthur W.....	Trenton.
Hill, Thomas C.....	Trenton.
Hollingsworth, Albert .....	Scotch Plains.
Katzenbach, Edward L.....	Trenton.
Hurd, William.....	Dover.
Lowery, Robert J.....	Bernardsville.
Long, Charles J.....	New Hope, Pa.
Lull, Charles E. J.....	Annapolis, Md.
Meigh, Josiah .....	Trenton.
Post, Walter.....	Secaucus.
Rose, C. Reseau .....	South Amboy.
Roebbling, Ferdinand W.....	Trenton.
Slack, Marshall D.....	Yardley, Pa.
Schoonover, Frank E.....	Trenton.
Shaffer, James W.....	Elmer.
Shreve, Harry W.....	Trenton.
Voorhees, Francis S .....	Rocky Hill.
Wicoff, John V. B.....	Plainsboro.
Williamson, Walter W.....	Trenton.
Wright, Albert S.....	Trenton.

## B CLASS.

Agnew, Robert P.....	Titusville.
Backus, Richard A.....	Trenton.
Boice, Archie E .....	Griggstown.
Buckman, Clarence J.....	Langhorne, Pa.
Breese, James Y.....	Trenton.
Burton, James.....	Tullytown, Pa.
Carr, Fred. J.....	Trenton.
Camp, Charles W.....	Trenton.
Clark, Howard B. ....	Trenton.
Du Bois, Brantley.....	Elmer.
Fabian, George R.....	Tullytown, Pa.
Glover, Charles P.....	Trenton.
Hamilton, Harold L.....	Newark.
Hilson, Hugh.....	Trenton.
Lanning, Leonard .....	Trenton.
Lindsay, John M.....	Trenton.
Mackenzie, Egbert G.....	Trenton.
Myers, John H.....	Califon.

<i>Name.</i>	<i>Residence.</i>
Mingle, Frank A.....	Marksboro.
Moore, J. Herbert.....	Swedesboro.
Murphy, Edward J.....	Brooklyn, N. Y.
Peace, Charles W.....	Port Norris.
Rittenhouse, Edward.....	Lambertville.
Reynolds, Albert C.....	Wickford, R. I.
Studdiford, Douglass.....	Lambertville.
Solliday, Christopher.....	New Hope, Pa.
Voorhees, Harry.....	Elizabeth.
Valentine, Roy.....	Ledgewood.
West, Edgar Lee.....	Hamilton Square.
Wood, Henry D.....	Trenton.
Young, Harry G. W.....	Trenton.

## GRAMMAR SCHOOL DEPARTMENT.

## A CLASS.

Anderson, Earle.....	Trenton.
Beasley, Mercer, Jr.....	Trenton.
Buckman, Williamson H. ....	Trenton.
Brian, John G.....	Trenton.
Carter, William.....	White Hill.
Coates, Charles P.....	Trenton.
Crook, Arthur E.....	Trenton.
Dahlgreen, Winthrop.....	Trenton.
Gandy, Ferd. R.....	Trenton.
Gibbs, John.....	Lambertville.
Gilland, Harry A.....	Pompton Plains.
Griffith, Geo. H.....	Trenton.
Hurd, Edward C.....	Dover.
Hamill, Barker G.....	Trenton.
Hanson, Howard E.....	Trenton.
Hewitt, Charles C.....	Trenton.
Howell, Fred. E.....	Trenton.
Jenkins, Weston, Jr.....	Trenton.
Kent, Morton.....	Trenton.
Lowenstein, Sol. A.....	Trenton.
May, Lawrence C.....	Trenton.
Marcy, Virgil M. D. ....	Cold Spring.
Pierson, Ellis L.....	Trenton.
Potter, William S.....	Jamesburg.
Ramsey, Elmer.....	Califon.
Schultz, John A.....	Trenton.
Stites, William B.....	Port Norris.

## STATE NORMAL SCHOOL REPORT.

<i>Name.</i>	<i>B CLASS.</i>	<i>Residence.</i>
Abbett, Leon.....		Trenton.
Aitkin, Elzey S.....		Trenton.
Bagley, Harry W.....		Brooklyn, N. Y.
Baumgartner, Charles G .....		Trenton.
Britton, John K.....		Trenton.
Bellis, Alfred P. S.....		Trenton.
Burgess, William.....		Morrisville, Pa.
Bellerjeau, William K.....		Trenton.
Cadwallader, J. Lansing.....		Yardley, Pa.
Clancey, James F.....		Trenton.
Craft, Edmund.....		Trenton.
Dunning, Edmund S.....		Trenton.
Dye, Samuel K.....		Trenton.
English, J. Claude.....		Trenton.
Green, William A., Jr.....		Trenton.
Hughes, Elmer W.....		Hamilton Square.
Jackson, Russell J.....		Trenton.
Katzenbach, Welling S.....		Trenton.
Katzenbach, Hall.....		Trenton.
Lloyd, Rowland B., Jr.....		Trenton.
Muschert, William M.....		Trenton.
Miller, Edward M.....		Cape May City.
Morse, Frank R.....		Trenton.
Packer, Donald J.....		Trenton.
Pope, Bentley.....		Trenton.
Roebing, Washington A.....		Trenton.
Rogers, Lawrence .....		Trenton.
Sands, Joseph F. C.....		Trenton.
Spillsbury, Raymond G.....		Trenton.
Surtees, Samuel J.....		Trenton.
Updike, Levi, Jr.....		Trenton.
Winkler, Harry .....		Trenton.
Wilson, Edward C .....		Morrisville, Pa.
Wilson, Harry R.....		Trenton.

## C CLASS.

Anderson, Richard .....	Trenton.
Bodine, Joseph L.....	Trenton.
Burgess, Stewart.....	Morrisville, Pa.
Burton, Russell.....	Tullytown, Pa.
Cloke, Paul .....	Trenton.
Cooley, Walter.....	Trenton Junction.
Crossley, George... ..	Trenton.
Fine, Joseph.....	Trenton.
Farley, Marcus.....	Trenton.

<i>Name.</i>	<i>Residence.</i>
Hand, Bernard R.....	Cape May.
Hewitt, Walburg.....	Trenton.
Howell, Roscoe.....	Trenton.
Jenkins, Donald.....	Trenton.
Jones, Alfred.....	Trenton Junction.
Kennedy, Charles .....	Trenton.
MacCrellish, William.....	Trenton.
Martindale, William.....	Trenton.
Moore, Jay.....	Trenton.
Oliphant, Orville D.....	Trenton.
Pidcock, Robert .....	Wilburtha.
Pitman, Earle.....	White Horse Road.
Randall, Lewis.....	Trenton.
Risdon, Levi.....	Trenton.
Ronan, Howard .....	Trenton.
Selby, Le Roy.....	Trenton.
Stokes, Robert.....	Trenton.
Spilsbury, Percy.....	Trenton.
Tama, Thomas.....	Trenton.
Throp, Russell.....	Trenton.
Thomas, Albert .....	Trenton.
Titus, Welling .....	Trenton.
Whitehead, Russell.....	Trenton.
Witte, Fred.....	Trenton.
West, Harold.....	Trenton.
Woodruff, Orion.....	Linden.
Young, James.....	Jamesburg.

## D CLASS.

Baker, Fred. S.....	Trenton.
Beasley, Carl.....	Trenton.
Bender, Albert D.....	Lawrenceville.
Bunting, Oscar L.....	Trenton.
Bunting, Plummer.....	Trenton.
Biles, Harry S.....	Trenton.
Brian, Charles .....	Trenton.
Baumgartner, Howard.....	Trenton.
Deemer, Nelson .....	Trenton Junction.
Donnelly, Richard A.....	Trenton.
Doyle, Arthur W.....	Trenton.
Dickinson, Sackett.....	Trenton.
Dale, Ernest.....	Trenton.
Green, Charles.....	Trenton.
Green, Bayard M.....	Trenton.
Hays, James S.....	Trenton.



<i>Name.</i>	<i>Residence.</i>
Hillman, Le Roy A.....	Trenton.
Murphy, Daniel.....	Trenton.
Mann, Albert.....	Trenton.
Margerum, Herbert P .....	Trenton.
Martinette, Harry.....	Trenton.
Roche, John.....	Trenton.
Tompkins, Vinton D.....	Trenton.
Watson, John C.....	Trenton.

## PRIMARY DEPARTMENT.

## FOURTH YEAR.

Binder, Walter, Jr.....	Trenton.
Glossom, F. Harvey.....	Trenton.
Cook, Elliot D.....	Trenton.
Davis, Arthur G.....	Trenton.
De Camp, C. Austin .....	Trenton Junction.
MacGregor, John H.....	Trenton.
Martinette, Peter S.....	Trenton.
Mordell, Fred. W.....	Trenton.
Phillips, James.....	Trenton.
Phillips, Raymond.....	Trenton.
Schultz, Carl E. ....	Trenton.
Scudder, H. Darcy.....	Trenton.
Whitehead, Radcliffe.....	Trenton.

## THIRD YEAR.

Burk, Lewis L.....	Trenton.
Barker, Bert. ....	Trenton.
Beasley, J. Jeffries.....	Trenton.
Clark, Earle.....	Trenton.
Condict, James.....	Hillcrest.
Dunham, John S.....	Trenton.
Eccles, Warren.....	Trenton.
Grant, William.....	Trenton.
Lanning, Kenneth.....	Trenton.
Longstreet, Leo.....	Trenton.
Skellenger, Burtis.....	Trenton.
Simmons, Willard.....	Trenton.
Thomas, George.....	Trenton.
Whitehead, Murray.....	Trenton.

## SECOND YEAR.

Brock, Howard.....	Trenton.
Burd, Harry. ....	Trenton.
Crook, Thomas.....	Trenton.

# STATE NORMAL SCHOOL REPORT.

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<i>Name.</i>	<i>Residence.</i>
Clark, John.....	Trenton.
Farley, Le Roy .....	Trenton.
Fell, Scott.....	Trenton.
Fort, Clifford W.....	Trenton.
Germain, Leon.....	Trenton.
Howell, Edmund.....	Trenton.
Hooper, John.....	Trenton.
Levy, Harold.....	Trenton.
Mountford, Fred.....	Trenton.
Myers, Mercer.....	Trenton.
Neale, Ewing.....	Trenton.
Oliphant, Ross.....	Trenton.
Prior, Walter.....	Trenton.
Scudder, John.....	Trenton.
Tams, Blaine.....	Trenton.
Wood, Trumbull.....	Trenton.
Yard, George B.....	Trenton.

## FIRST YEAR.

Brown, Carroll.....	Trenton.
Brenneman, Henry G.....	Trenton.
Cloke, Philip.....	Trenton.
Early, Charlie.....	Trenton.
Howell, Marvin.....	Trenton.
Howell, Raymond.....	Trenton.
Handley, Mailler.....	Trenton.
Harper, Frank.....	Trenton.
Knowles, Edward.....	Trenton.
Leavitt, Fred. H.....	Trenton.
Lloyd, George.....	Trenton.
Martindale, Hugh.....	Trenton.
May, Jerome F.....	Trenton.
Mumper, Heulings.....	Trenton.
Morrow, Frank.....	Trenton.
Morrow, Robert.....	Trenton.
Pope, Stanley.....	Trenton.
Roche, Tom.....	Trenton.
Rogers, Amos.....	Trenton.
Simon, Leonard.....	Trenton.
Stokes, Joseph.....	Trenton.
Slack, Le Roy .....	Trenton.
Tams, Raymond.....	Trenton.
Traver, Morris.....	Trenton.
Walsh, William.....	Trenton.
Yard, Abram.....	Trenton.

## SUMMARY.

Whole number enrolled during the year.....	274
Number enrolled the First Quarter.....	250
Number enrolled the Second Quarter.....	255
Number enrolled the Third Quarter.....	246
Number enrolled the Fourth Quarter.....	234
Average number enrolled per quarter.....	246

## HIGH SCHOOL DEPARTMENT.

*Females.*

## POST-GRADUATE.

<i>Name.</i>	<i>Residence.</i>
Howell, Mabel W.....	Morrisville, Pa.

## SENIOR CLASS.

Brokaw, Ida Belle .....	Dutch Neck.
Buchanan, Mary F.....	Trenton.
Camp, Emma G.....	Crosswicks.
Chamberlin, Mary.....	Brooklyn, N. Y.
Glover, Annie A.....	Trenton.
Lewis, Lennwilla. ....	Basking Ridge.
Scudder, Lillian C.....	Trenton.
Titus, Mary Belle.....	Glenmoore.
Woodruff, Ida W. ....	Trenton.

## A CLASS.

Barwis, Mary Ada.....	Trenton.
Broadhead, Mary B.....	Del. Water Gap, Pa.
Budd, Mary H.....	Chester.
Camp, Bessie A.....	Crosswicks.
Coleman, Mary A.....	Trenton.
Conover, Mary.....	Lambertville.
Crisp, Hattie.....	Trenton.
Crisp, Katherine.....	Trenton.
Dixon, Marion.....	Trenton.
Faussett, Cora M.....	Trenton.
Fetter, Clara E.....	Hopewell.
Griggs, Bessie R.....	Franklin Park.
Godfrey, Ruth.....	Stewartsville.
Holcombe, Osie R.....	Hopewell.
Hawke, Helen T.....	Trenton.
Hendrickson, Etta R.....	Trenton.
Leeds, Cora H.....	Trenton.

<i>Name.</i>	<i>Residence.</i>
Naylor, Gertrude C.....	Lambertville.
Maddock, Anna P.....	Trenton.
Moyer, Emily A.....	Trenton.
Murphy, Anna C.....	Trenton.
Packer, Edith C.....	Trenton.
Potter, Ella D.....	Imlaystown.
Potts, Mabel.....	Trenton.
Reed, Ella.....	Hopewell.
Slack, Bertha B.....	Frenchtown.
Taylor, Lucie C.....	Morrisville, Pa.
Ten Eyck, Helen M.....	Somerville.
Thomas, Mary L.....	Trenton.
Vanderbilt, Mabel T.....	Princeton.
Wherry, Edith M.....	Trenton.
White, Helen E.....	Yardley, Pa.

## B CLASS.

Berry, Mary E.....	Trenton.
Bogert, Mary E.....	Schraalsenburgh.
Brodhead, Helen A.....	Del. Water Gap, Pa.
Brunyate, Josephine K.....	Trenton.
Chaffee, Mary C. R.....	Chesterfield.
Chambers, Grace D.....	Trenton.
Curtis, Ethel E.....	Trenton.
Ford, Helen R. ....	Crosswicks.
Green, Lucille.....	Trenton.
Hawke, Mary.....	Trenton.
Hendrickson, Mary B.....	Morrisville, Pa.
Hendrickson, Rebekah.....	Davis.
Hixson, Laura Belle...	Elizabeth.
Hoffman, Katherine.....	Englishtown.
Johnson, Bessie.....	Trenton.
La Rue, Elizabeth E.....	Trenton.
MacCrellich, Bessie.....	Trenton.
McMurtrie, Elizabeth G.....	Belvidere.
Millsbaugh, Josephine.....	Wickatunk.
Oliver, Harriette M.....	Mendham.
Osmund, Carrie E.....	Bordentown.
Raymond, Clare S.....	Lawrenceville.
Rogers, Ada May.....	Trenton.
Smith, Julia E.....	Trenton.
Sterling, Sarah E.....	Trenton.
Swift, Jennie M.....	Bordentown.
White, E. Florence..	Tullytown, Pa.
White, Sarah M.....	Penn Valley, Pa.
Wood, Mary R.....	Trenton.
Wood, Elizabeth.....	Trenton.

## GRAMMAR SCHOOL DEPARTMENT.

## A CLASS.

<i>Name.</i>	<i>Residence.</i>
Allen, Ada B.....	Princeton.
Crossley, Alicia B. ....	Trenton.
Dalton, Adele S.....	Trenton.
Davis, Helena A.....	Lambertville.
Dawes, Lillian.....	Imlaystown.
Dye, Juliet F.....	Trenton.
Farr, Emily H.....	Lawrenceville.
Field, Lizzie M.....	North Branch.
Glover, Sophie D.....	Trenton.
Hayes, Evelyn F.....	Trenton.
Hendrickson, Clara May.....	Trenton.
Hoagland, Marie L.....	Griggstown.
Hoagland, Mary.....	Harlingen.
Hoffman, Florence N.....	Titusville.
Howell, Agnes W.....	Trenton Junction.
Hutchinson, Maud H.....	Lawrence Station.
MacCrellish, Isabel M.....	Trenton.
Maddock, Belle .....	Trenton.
Martin, Edith B .....	Yardley, Pa.
Moore, Maude W. ....	Trenton.
Packer, Martha M.....	Trenton.
Rawson, Emily.....	Trenton.
Rosenkrans, Dorothy..	Trenton.
Rowland, Grace .....	Dayton.
Russell, Leah. ....	New York City, N. Y.
Schroth, Margaret.....	Trenton.
Smock, Clara B.....	Trenton.
Stadlinger, Hannah.....	Deans.
Street, Carrie M.....	Trenton.
Stults, Isabel..	Cranbury.
Tams, Mary E .....	Trenton.
Taylor, Della I. ....	Trenton.
Vandewater, Elsie R.....	Trenton.
Wallis, Freda L. D. ....	Trenton.
Watson, Margaret E .....	Trenton.
Weatherby, Gertrude.....	Millville.
Weatherby, Olivia.....	Trenton.
Williams, Mary J.....	Trenton.
Wright, Lillian.....	Masonville.
Yard, Ella B.....	Robbinsville.

## B CLASS.

<i>Name.</i>	<i>Residence.</i>
Allen, Bertha C.....	Trenton.
Arend, Christina N.....	Deutzville.
Armstrong, Hattie.....	Yardville.
Armstrong, Jennie B.....	Ewingville.
Brennan, Amelia C.....	Trenton.
Bunting, Mary.....	Trenton.
Coleman, Helen U.....	Trenton.
Cook, Maud.....	Trenton.
D'Arcus, Jennie.....	Trenton.
Davis, Effa P. ....	Milford, Del.
Davis, Mary E. ....	Milford, Del.
Davison, Mary E.....	Jamesburg .
Flynn, Mary M. ....	Trenton.
Fox, Susie D.....	Trenton.
Garretson, Edyth.....	Perth Amboy.
Gilbert, Lizzie .....	Trenton.
Gorslyn, Bertha E.....	Waterford, N. Y.
Harris, Helen J.....	Trenton.
Hartshorn, Lavinia M.....	Trenton.
Hoffman, Margaret.....	Trenton.
Howard, Kate.....	Trenton.
Johnston, Fannie H .....	Trenton.
Kerr, Hattie B.....	Trenton.
Lee, Emma R.....	Hamilton Square.
Lowenstein, Hortense .....	Trenton.
MacCoy, Anna M. ....	Trenton.
Maddock, Martha.....	Trenton.
Magowan, Florence. ....	Trenton.
Maher, Mary C.....	Trenton.
Martinette, Louisa.....	Trenton.
Mason, Mattie.....	Slackwood.
Matlack, Bella .....	Trenton.
McLaughlin, Nellie.. ....	Lambertville.
Miller, Stella.....	Milford.
Mitchell, Hannah .....	Trenton.
Mongar, Sadie N.....	Trenton.
Pickell, Annie M.....	White House Station.
Reeder, Nellie.....	Trenton.
Robbins, Millicent B.....	Hamilton Square.
Robson, Eva D.....	Trenton.
Roome, Cassie.....	New York City, N. Y.
Rosenkrans, Maud.....	Wallpack Centre.
Rouse, Etta L.....	Lawrenceville.
Scarborough, Katie.....	Morrisville, Pa.
Shepherd, Genevieve.....	Trenton.

<i>Name.</i>	<i>Residence.</i>
Skillman, Ethel T.....	Trenton.
Slack, Susie B.....	Slackwood.
Sterling, Bertha.....	Penns Manor, Pa.
Strauss, Clara.....	Trenton.
Summers, Rachel.....	Trenton.
Titus, Leila R.....	Trenton.
Weatherby, Allethea.....	Trenton.
Welling, Margaret W.....	Trenton.
Whitehead, Bertha.....	Trenton.
Witte, Mabel.....	Trenton.
Young, S. Cornelia.....	Asbury Park.

## C CLASS.

Agnew, Olive J.....	Titusville.
Backus, Maud.....	Trenton.
Beasley, Catherine A.....	Trenton.
Buckman, Mabel.....	Penn Valley, Pa.
Burgelin, Lulu.....	Trenton.
Burgess, Clara.....	Trenton.
Cook, Ella B.....	Trenton.
Curtis, May R.....	Trenton.
Dobbins, Florence E.....	Trenton.
Donnelly, Susie C.....	Trenton.
Drake, Minnie.....	Chester.
Dye, Helen.....	Trenton.
Glaspey, Alice.....	Bridgeton.
Glover, Mattie.....	Trenton.
Hall, Katherine J.....	Trenton.
Handley, Pauline L.....	Trenton.
Hickman, Julia E.....	Trenton.
Lawman, Myra M.....	New York City, N. Y.
Macpherson, Helen.....	Trenton.
Magowan, Orilla.....	Trenton.
May, Cassandra.....	Trenton.
Mount, Fairy M. H. G.....	Yardville.
Scovell, Emily.....	Bordentown.
Skirm, Bessie P.....	Trenton.
Stull, Julia C.....	Trenton.
Toms, Florence.....	Trenton.
Trier, Lulu.....	Trenton.
Trimmer, Lena.....	Middle Valley.
Walker, Meta L.....	Trenton.
Whitehead, Stella.....	Trenton.
Wright, Florence.....	Trenton.
Yard, Clara M.....	Trenton.
Young, Marion.....	Trenton.

## D CLASS.

<i>Name.</i>	<i>Residence.</i>
Berry, Magdalene .....	Trenton.
Burd, Lucy .....	Trenton.
Campbell, Fannie .....	Trenton.
Curtis, Janet F. ....	Trenton.
Deutz, Alice J. ....	Trenton.
Gummere, Elizabeth... ..	Trenton.
Gummere, Frances.....	Trenton.
Howell, Cornelia.....	Trenton.
Hunt, Andarena L. K.....	Trenton.
Kerr, Annie.....	Harrison.
Kerr, Berriniece.....	Harrison.
Magowan, Allene.....	Trenton.
May, Edna M.....	Trenton.
Noble, Cornelia S.....	Trenton.
Phillips, Alvena M.....	Trenton.
Skillman, Addie.....	Trenton.
Stout, Edith R.....	Trenton.
Tams, Eugenia M.....	Trenton.
Tantum, Margaret.....	Trenton.
Wright, Emma.. ..	Trenton.

## PRIMARY DEPARTMENT.

## FOURTH YEAR.

Aitkin, Margaret.....	Trenton.
Alpaugh, Margery.....	Trenton.
Beal, Ethel.....	Trenton.
Carr, Julia A. B.....	Trenton.
Clark, Mary M. ....	Trenton.
Davis, Rosa M.....	Trenton.
Dobbins, Margaret E.....	Trenton.
English, Helen Estelle.....	Trenton.
Fine, Elizabeth.....	Trenton.
Johnson, Bertha S.....	Trenton.
Lovett, Emma V.....	Trenton.
Myers, Hazel F.....	Trenton.
Pierson, Charlotte.....	Trenton.
Reilley, Katherine M.....	Trenton.
Ronner, Lizzie.....	Trenton.
Slack, Lillie G.....	Trenton.
Skillman, Josephine.....	Trenton.
Wilson, Helen.....	Trenton.



## THIRD YEAR

<i>Name.</i>	<i>Residence.</i>
Alpaugh, Emily H.....	Trenton.
Cresse, Hannah C .....	Trenton.
De Camp, Anna J.....	Trenton Junction.
Harper, Elmira .....	Morrisville, Pa.
Hooper, May. ....	Trenton.
Levy, Helen B.....	Trenton.
Loveland, Maud.....	Trenton.
MacGregor, Maud E.....	Trenton.
Macpherson, Emma G.....	Trenton.
Moore, Mary.....	Trenton.
Packer, Katherine H.....	Trenton.
Pitman, Adeleane M.....	Trenton.
Reeves, Helen W.....	Trenton.
Selby, Eloise.....	Trenton.
Witte, Fannie.....	Trenton.
Yerkes, Rachel M.....	Trenton.

## SECOND YEAR.

Apgar, Mildred.....	Trenton.
Beasley, Emily.....	Trenton.
Britton, Romona.....	Trenton.
Cantwell, Alice.....	Trenton.
Fell, Reba.....	Trenton.
Foote, Ethelwynne.....	Trenton.
Kennedy, Margaret.....	Trenton.
Lee, Mabel.....	Trenton.
Middleton, Hannah.....	Trenton.
Mumper, Alice.....	Trenton.
Pope, Lottie.....	Trenton.
Stapler, Helen.....	Trenton.
Stokes, Carrie.....	Trenton.
Tompkins, Dorothy T.....	Trenton.
White, Mary.....	Trenton.

## FIRST YEAR.

Bowne, Alice R.....	Trenton.
Buchanan, Marion.....	Trenton.
Cromwell, Louisa.....	Trenton.
Doyle, Mollie.....	Trenton.
Dye, Florence.....	Trenton.
Eccles, Stella.....	Trenton.
Green, Helen L.....	Trenton.
Hooper, Maud.....	Trenton.
Kelly, Maud.....	Trenton.

# STATE NORMAL SCHOOL REPORT.

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<i>Name.</i>	<i>Residence.</i>
Macpherson, Lydia.....	Trenton.
Macpherson, Elizabeth.....	Trenton.
Poole, Hazel.....	Trenton.
Stapler, Adele.....	Trenton.
Stokes, Mary E.....	Trenton.
Throp, Ethel.....	Trenton.

## SUMMARY.

Whole number enrolled during the year.....	289
Number enrolled the First Quarter .....	268
Number enrolled the Second Quarter.....	260
Number enrolled the Third Quarter.....	282
Number enrolled the Fourth Quarter.....	280
Average number enrolled per quarter.....	248



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# MANUAL.

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(77)

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THE  
JOURNAL  
OF  
THE  
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OF GREAT BRITAIN AND IRELAND  
VOLUME 10  
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1880

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## NORMAL SCHOOL FACULTY.

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JAMES M. GREEN, PH.D., PRINCIPAL.

---

AUSTIN C. APGAR, VICE PRINCIPAL,  
*Instructor in Botany and Zoölogy.*

---

WILLIAM N. MUMPER, PH.D.,  
*Instructor in Physics and Chemistry.*

---

AMELIA COOPER HEWITT,  
*Instructor in Chemistry.*

---

MRS. PHEBE E. DINSMORE,  
*Preceptress, Girls' Hall.*

---

EDITH M. LUTHER, M.A.,  
*Instructor in English.*

---

DICKERSON H. FARLEY,  
*Instructor in Penmanship and Bookkeeping.*

---

ELIAS F. CARR, PH.D.,  
*Instructor in Higher Mathematics.*



MARY C. FIELD,  
*Instructor in Drawing.*

---

LEVI SEELY, PH.D.,  
*Instructor in History and Science of Education.*

---

KATE D. STOUT,  
*Training Teacher.*

---

LILLIE A. WILLIAMS,  
*Instructor in Psychology.*

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CAROLINE McGUIRE,  
*Instructor in Reading and English.*

---

SARAH A. DYNES, PH.B.,  
*Instructor in History.*

---

SUSAN A. REILLY,  
*Instructor in Geography.*

---

LAURA C. JOHNSON,  
*Instructor in Vocal Music.*

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ALFRED S. BRACE,  
*Instructor in Piano and Vocal Solo Music.*

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H. B. BOICE, M.D.,  
*Instructor in Physiology and Director in the Gymnasium.*

HARRIETT E. TRASK,  
*Instructor in Physical Training.*

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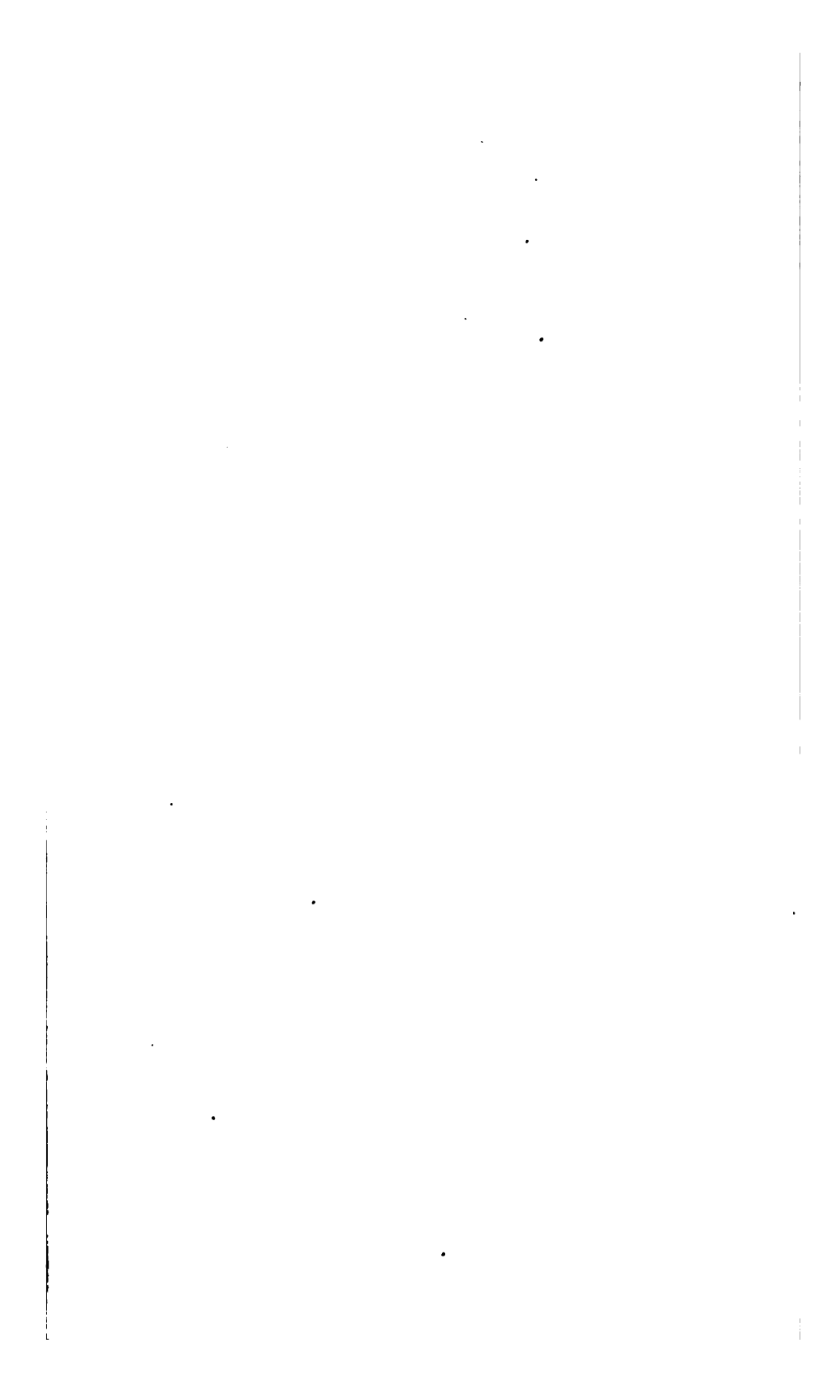
CHARLES A. BURT, B.S.,  
*Instructor in Manual Training and Preceptor in Boys' Hall.*

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FRANK H. SCOBAY,  
*Instructor in Algebra and Arithmetic.*

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MARTHA F. NELSON.  
*Librarian.*



## MODEL SCHOOL FACULTY.

---

OLIVER C. MORDORF, M.A.,  
SUPERVISOR IN HIGH AND GRAMMAR DEPARTMENTS.  
*Instructor in Latin and Mathematics.*

---

SARAH Y. ELY,  
SUPERVISOR IN HIGH AND GRAMMAR DEPARTMENTS.  
*Instructor in Mathematics.*

---

RENA T. MERWIN,  
SUPERVISOR IN PRIMARY DEPARTMENT,  
*Instructor in D Grade.*

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C. ERNEST DECHANT, B.A.,  
*Instructor in Mathematics.*

---

ELIZABETH B. JOHNSON,  
*Instructor in English.*

---

JOHN C. LEACH, B.A.,  
*Instructor in Latin and Greek.*

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MELINA A. BOSWORTH,  
*Instructor in History and Literature.*

---

ALICE L. BREWSTER, B.A.,  
*Instructor in Literature and History.*

DICKERSON H. FARLEY,

*Instructor in Penmanship and Bookkeeping.*

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MARGARET B. PARKER,

*Instructor in Drawing.*

---

M. LILIAN NEWMAN,

*Instructor in Geography.*

---

JOSEPHINE CARLL,

*Instructor in Arithmetic.*

---

WILLIAM WOODHOUSE, JR.,

*Instructor in Vocal Music.*

---

JULIA B. DENNIS,

*Instructor in German.*

---

BERCY A. HUMPHREY,

*Instructor in Reading and Elementary Science.*

---

ELIZABETH STOCKTON,

*Instructor in Grammar D.*

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MERCY A. PEARSON,

*Instructor in A Primary.*

---

LOUISE B. STRUBLE,

*Instructor in B Primary.*

ETHEL C. KNODLE,  
*Instructor in C Primary.*

---

FREDERICK J. GERMAIN,  
*Instructor in French.*

---

ALFRED S. BRACE.  
*Instructor in Piano and Vocal Solo Music.*

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H. B. BOICE, M.D.,  
*Instructor in Physiology and Director in Gymnasium.*

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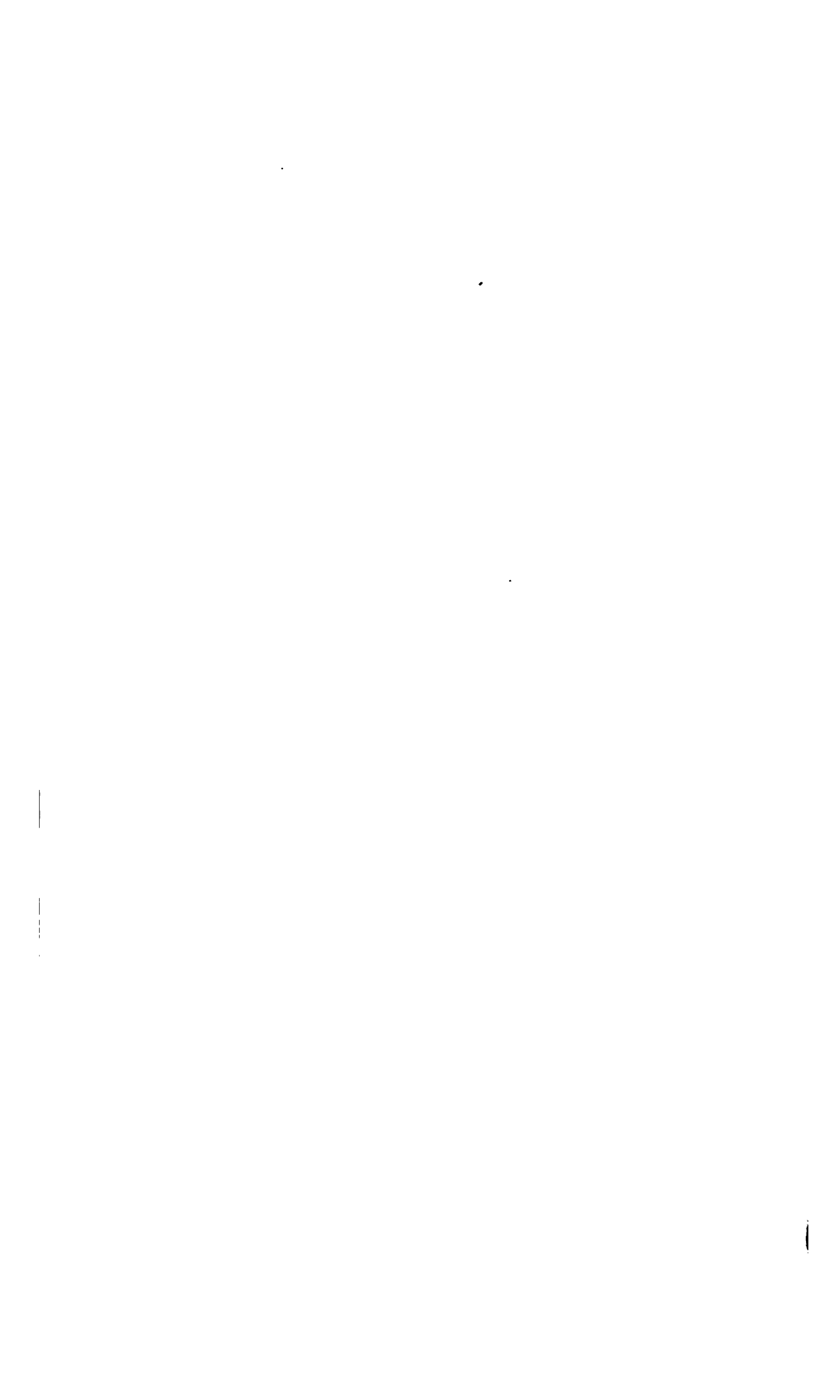
CHARLES A. BURT, B.S.,  
*Instructor in Manual Training.*

THE UNIVERSITY OF CHICAGO

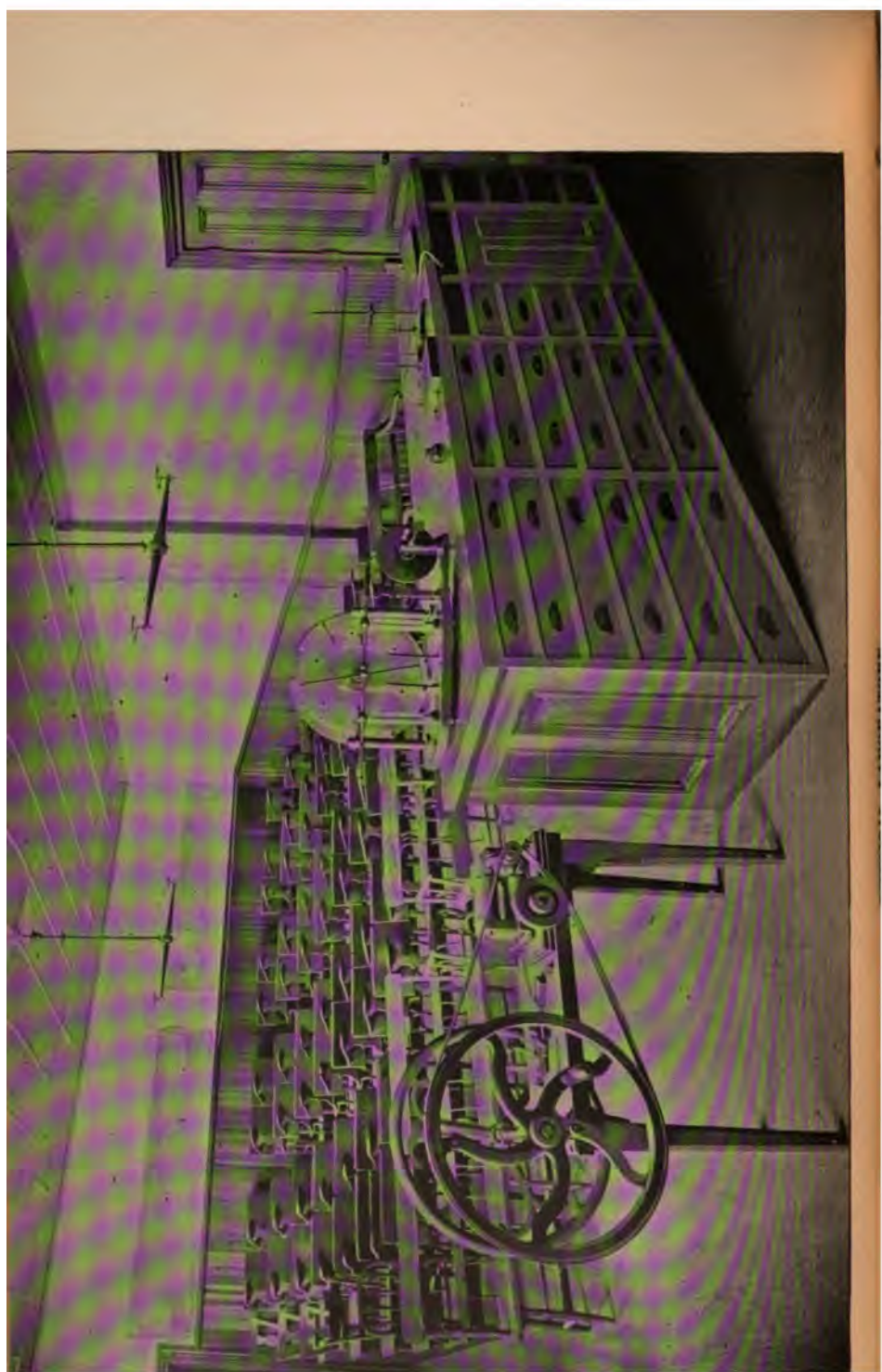
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# THE NORMAL SCHOOL.

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## REGULATIONS.

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### Conditions of Admission.

1. Applicants must be at least sixteen years of age, and of unquestionable moral character.

2. They must be in good bodily health, and able to sustain a good examination in Orthography, Reading, Arithmetic, Geography and Grammar.

3. They must, unless they prefer to pay tuition, declare their intention to teach in the public schools of this State for at least two years, by signing the following declaration and agreement: "The undersigned, having been admitted as pupils in the New Jersey State Normal School, hereby declare that it is their intention to engage in the employment of teachers in the public schools of this State for at least two years, and that their object in resorting to this school is the better to qualify themselves for that responsible duty. The undersigned also hereby agree to report themselves semi-annually, in writing, for the aforesaid period of two years, to the Principal of the State Normal School, in case they enjoy its privileges for one term or more."

Persons may be admitted without examination on presenting teachers' licenses, school diplomas or superintendents' certificates, testifying to their having completed, in a satisfactory manner, the following subjects namely: Reading—The ability to read intelligently selections in prose and poetry from the best English authors. Orthography—Spelling with average correctness the words in common usage: Diacritical Marks. Penmanship—Writing a clear and legible hand. Arithmetic—Through Percentage with its most important applications, also Square Root. Geography—Elementary Physical and Political of each of the Continents. English Grammar—Parts of Speech, with their inflections and modifications; Analysis of sentences and short paragraphs; Punctuation. United States History—Important topics. Bookkeeping—Elementary forms of Single and Double Entry. Physiology and Hygiene—Elementary principles. Algebra—to Quadratics or Plane Geometry.

Graduates of High Schools, on the "Approved List," are admitted to the second year of the course without examination on presentation of their diplomas. All other applicants must be examined.

### Examinations for Admission.

New classes begin in September and February.

It is especially desirable that candidates enter at the beginning of a term. Examinations for admission are held on the first three days of each term—Arithmetic and Grammar on the first day, Geography and History on the second, and any other subjects on the third.

Persons desiring to enter the Normal School after the date of the opening of the regular examinations for admission, can do so only on condition of having a date of entrance fixed by the Principal, and paying the sum of five dollars for the special examination. Not more than two dates for special examinations will be fixed during any one term of five months.

The examinations are conducted by the Faculty, and are in writing. A general average of seventy per cent. is required for admission. Applicants for the B grade are examined in Orthography; Reading; Practical Arithmetic, equivalent to Wentworth's Grammar School Arithmetic; Geography, Natural Features, General Physical and Political Facts of the Continents and the United States; Grammar, Parts of Speech, Simple Analysis and Parsing; History, American Colonial History to the close of the Revolutionary War, discussing:

(a) Motives of the leading European nations for making explorations in America, and the claims of each during the sixteenth and seventeenth centuries.

(b) The causes for the long struggle between England and France for mastery in the New World, and the effect of that struggle on our history.

(c) The various methods of founding colonies in the New World.

(d) The social and political life of the colonies as related to the causes of the Revolutionary War.

(e) A general view of the plans of the Revolution rather than detailed accounts of battles.

Applicants for any advanced standing in the course must, in the work preceding that point, pass such an examination as will warrant the Faculty in certifying that they are prepared to teach up to that point.

### Method.

The teaching in the Normal is professional so far as circumstances will permit. The students are instructed not only in the theory of teaching, but also in the application of the theory to the common school branches. This instruction involves a thorough knowledge of the common school branches, a knowledge of mind, and a knowledge of how to present subject-matter so as to conform to the various stages of mental development.

To promote this three-fold knowledge the academic side of the work is planned, so far as practicable, as it should be in a regular academic school, the reason for this particular plan given, this reason involving method.

In English Grammar the instruction aims not only to teach correct language, but to encourage its practice by a liberal use of extracts from the best authors for analysis and study. The plan includes a course of lessons arranged according to the logical dependence of the truths taught, connected work in composition and recitation, and three species of analysis.

The first analysis considers the sentence as a unit, and shows the office of the words in the expression of thought; the second, having the same unit, shows the grammatical construction of the sentence, and the classification and relation of the words; the third, having the theme as the unit, shows the relation and value of the consecutive sentences and paragraphs of the finished production. Each succeeding lesson is based upon preceding work, and the composition of sentences of all varieties and in longer exercises is required.

In Psychology the instruction seeks to promote the highest mental development of the students, and to give a clear and accurate knowledge of the general laws and functions of the human mind. Special attention is given to the order of mental development, and to the application of psychological laws to the mastery and presentation of knowledge. The aim is to guide the best use of the student's own powers, to inculcate the intellectual sympathy indispensable to successful instruction, and to show the relation and adaptation of knowledge to the various stages of the mind's development.

In History the "Seminary Method" is used, so far as means are at hand. The student is introduced, so far as possible, to the originals in art, government, literature, &c.; by a series of questions the picture of the original is developed in the mind, and the comparison made between that and the present.

The philosophy of Arithmetic is made prominent in its analytical, synthetical and comparative functions. The method pursued looks to the development of rules by close reasoning upon the given data. The *why*, rather than the *how*, is made of paramount importance. Special attention is given to primary work.

In Algebra, stress is laid upon the logical arrangement of subject-matter, proposition, corollary, scholium, &c., being clearly discriminated. The aim is to train the mind to methods of reasoning rather than in mere methods of operating.

In Geometry the student is placed within the field of discovery, and, with a reasonable amount of suggestion, is asked to find out for himself the consecutive steps on the road to his conclusion.

In Geography the aim is to form in the mind of the student a good picture of the relief of a country, and make that picture the basis of his geographical conclusions.

In the Natural Sciences students are called upon to perform the experiments themselves, rather than merely witness them performed by the instructor.

The work in Drawing is related not only to the essentials in art, but also in industries.

In Elocution, attention is given not simply to correct enunciation, articulation, interpretation, &c., but also to correct bearing and manner.

In Penmanship, movement precedes form in the early instruction.

In Theory and Practice, and in the History and Science of Education, great care is given to the comparison of methods, not only in teaching, but in school organization and government.

In Physical Culture the basis is special work and instruction in hygiene for the individual, depending on the student's physical history and on such a physical examination as is necessary to prescribe for individual needs. In general, the work is hygienic, educative and technical.

The primary object is, by regular general exercises, to promote as far as may be the student's own health, that mental power may be at the maximum. These exercises are, secondly, of a nature to improve the carriage and physique and to make the body the ready servant of the will. The agents relied upon are military marching, free-hand exercises, exercises with light dumb-bells, wands, Indian clubs and chest weights. Finally, the intention is to give the student a certain amount of drill in exercises which can be used in schools where appliances are not at hand, the bearing of these exercises upon the health, physique and bodily control being brought out during the course in Physiology.

In Manual Training the aim is to develop the inventive, constructive and executive powers of the mind, and train the eye and hand. The student is taught the use of tools and their care, the nature of woods, their strength and treatment, the elementary principles of construction, finishing, &c. One feature of the application of these principles is made in constructing apparatus in the department of natural sciences.

### Course of Study.

The Course of Study for the Normal School extends through three years of two terms each. The work of the first year is formative in character, designed for such students as have been over it, but not in the thorough and disciplinary manner necessary to those who are to be teachers. While the work of this year cannot be said to be strictly professional, it is made necessary by the conditions of our State, and being taught by the regular Normal teachers, it becomes in a peculiar way preparatory to the strictly professional work of the years to follow.

The work of the second and third years is strictly professional. While Arithmetic, Grammar, Geography, United States History, &c., are again taken up in these years, they are considered fundamentally, in the light of method, or how to teach.

While in presenting the method in some of the higher branches more connected and extended attention is given to the text-matter than is given in some of the lower branches, owing to the former's having been less taught elsewhere, yet the "how to teach" is kept constantly present to the mind.

The professional subjects—Psychology, Theory and Practice, the History and Science of Education—are pursued, accompanied by Practice Teaching, extending over two years.

The Practice Teaching is so arranged that experience in teaching is given to each student in each of the common branches. This experience consists in observing the regular teacher, preparing plans for teaching, subject to the approval of the critic teacher, and actually teaching, both in the presence and absence of the regular teacher.

The following are the studies of the respective years. In each branch there are five forty-minute recitations per week, or the equivalent. Each study extends through the year, unless otherwise specified :

B.

Geography, Physical and Political.  
Grammar, with Composition.  
Practical Arithmetic.  
United States History, with Constitution.  
Penmanship and Bookkeeping.  
Industrial Drawing and Vocal Music, each the equivalent of one term.  
Elocution, with Orthography and Declamation.

A.

Psychology. Theory and Practice, one term.  
Methods in the Elementary Branches.  
Practice, one term.  
Zoölogy, one term.  
Botany, one term.  
Algebra. Drawing. Rhetoric, one term.

SENIOR.

Elementary Physics.  
Elementary Chemistry, with Mineralogy.  
Geometry, first five books.  
Literature, one term.  
Outline History, one term.  
History and Science of Education.  
Practice Teaching, two periods a day.  
Manual Training.  
Physical Training, throughout the course.

The Principal is authorized to exercise the rule of equivalents to favor anyone desiring to be a specialist in any line of work.

Diploma.

The diploma of the institution, a Normal Life certificate for teaching, are, upon graduation, awarded to all pupils who have given satisfactory evidence, in the Practice Teaching, of their ability, both in teaching and disciplining.

### Model Course of Study.

The Model Course of Study ranges from the primary work to preparation for college, business or the drawing-room. Students can, by the passing of a satisfactory examination on the preceding work, enter any grade, and at any time of the year, though it is desirable that they enter at the beginning. The course is divided into three departments—the Primary, extending over four years; the Grammar, extending over four years, and the High School, extending over four years.

The effort in the Model is to make the work of the most approved character, that it may serve as a pattern to the Normal pupils, as was the intent of its founders.

The subject-matter is first presented in the concrete and then graded off toward the abstract, as the development of the pupil will permit.

The observation lessons aim, by the use of familiar objects, to start the pupils in a train of collection and observation that will prepare the way and lead up to the formal study of the Natural Sciences.

The work of the Primary Course, though printed quite fully, is yet suggestive. This work adopts the principles of the great educational reformers, Comenius, Pestalozzi and Froebel; it places the idea before the representative of the idea, things before words. Numbers are taught before figures, which are otherwise meaningless characters. The idea is taught before the word or letter, these representatives being otherwise mere sounds and characters unaccompanied by any intelligence.

While this method does not lead the child quite as quickly as the old method to the use of letters and figures, in a given length of time he is found to have achieved much greater advancement in real knowledge and mental development.

The Course in the Model may be said to represent the practice of which the Normal is the theory, the two working in harmony.

### Primary.

#### FIRST YEAR—LANGUAGE.

#### Oral Work.

##### I. Technical Work.

By use of objects, occasion correct expression and drill upon it until its use becomes habitual.

- a. Name objects.
- b. Name qualities of objects.
- c. Name parts of objects.
- d. Name position of objects.

Verbs to be used: see, saw; throw, threw; sit, sat; eat, ate; give, gave; take, took; shake, shook; sing, sang; ring, rang; run, ran; write, wrote.

NOTE.—These lessons are to be characterized by freedom.

## II. Description of Objects.

## a. Plants.

Plants are taken in the spring time. Let children plant seeds.

Watch growth. Draw pictures to show stages of development. Name parts of plants. Do not attempt classification.

## b. Animals.

Select familiar animals. Name parts and uses of parts.

Adaptation of parts to uses. Habits.

Home. Adaptation to home.

Uses of animal.

## c. Pictures.

Work with picture large enough to be studied by class or provide each child with picture.

Children tell anything they see. Teacher lead them to see all. Have these statements woven into a complete, orderly description.

## III. Narration.

## 1. Myths.

## 2. Fairy Stories.

## 3. Stories from American History or Literature, as—

The story of Esquimaux life.

a. Story told by teacher aided by pictures, dressed dolls, sand mouldings and specimen articles used by the Esquimaux.

b. Children express ideas gained, orally, by sewing, drawing, moulding in sand and by clay-modeling.

## c. Songs, such as—

The North Wind.

Jack Frost.

## d. Poems.

## e. Stories.

Read and tell stories selected from Seven Little Sisters, St. Nicholas, Harper's Young People and other juvenile magazines.

## f. Build model of Esquimaux village.

## Written Work.

## I. Copying.

1. Copy sentences taken from reading and from language lessons.

2. Copy questions from blackboard.

3. Copy their own names.

4. Copy name of school.

5. Copy heading for all written work.

6. Copy lists of words.

7. Copy date.

8. Copy elliptical sentences. Children fill in omitted words.

Sentences to be copied should be written in spaces and standard letter-forms should be used.



**II. Dictation.**

During last half of year children write sentences dictated by teacher. Dictation should follow work in copying:

**III. Original Work.**

Children write short sentences under direction of teacher.

In this grade children learn—

1. Use of capital at beginning of sentences.
2. Capital to begin name of person.
3. Capital I.
4. Period and question marks.
5. Comma in the date.
6. Asking story.
7. Telling story.

**Reading.**

Ideas before words.

**I. Preparatory work.**

1. Informal language lessons.  
Use objects and pictures.
2. Form lessons (preparatory to distinguishing word and letter forms).  
Finding like forms.  
Association of form with picture of form.  
Finding like form pictures.  
Introduce word forms, letter forms, figure forms. Names not given.

**II. Reading script.**

Use blackboard from three to five months, or until children have a vocabulary of one hundred words.

Reading-matter consists of children's own statements, and is based upon their idiom, history, literature and observation work in language.

**III. Change from script to print.**

Continue script work.

**Geography.****I. Place Lessons.****1. Position.**

- a. Illustrations of the use of place-words, as, on, over.
- b. Connect with the work in form and color.
- c. Apply in blackboard reading lessons.
- d. Apply in description of pictures.

## 2. Direction.

- a. Right hand, left hand.
- b. Directions right, left, up, down, &c.
- c. Cardinal directions.
- d. Semi-cardinal directions.

## 3. Distance.

- a. Use of near, nearer, far, &c.
- b. Show necessity of having unit of measure.
- c. Develop clear concept of inch and foot.
- d. To use inch and foot in measuring.
- e. To connect with number work.

## II. Field Lessons.

## 1. Land.

- a. To recognize the prominent bodies.
- b. To recognize the prominent forms.
- c. To trace, mould and draw each feature.
- d. To note the characteristics of each feature.
- e. To recognize similar features in pictures.
- f. To use new words in blackboard reading lessons.

## 2. Water.

- a. To recognize the prominent bodies.
- b. To recognize the prominent forms.
- c. To trace, draw and mould each feature.
- d. To note the characteristics of each.
- e. To recognize similar features in pictures.
- f. To use new words in blackboard reading lessons.

## III. Weather.

1. To distinguish winds according to temperature.
2. To distinguish winds according to force.

## IV. Object Lessons.

1. Form.
2. Color.
3. Plants.
4. Animals.
5. Minerals.

## Number.

Addition, subtraction, multiplication and division facts in numbers from 1 to 12.

Develop idea of half, third and fourth. Apply to known numbers.

Gill, pint, quart, inch, foot, square-inch, cubic-inch.

Figures. Addition and subtraction signs.

## Writing.

Simple movement exercises.

1 4 7 6 9 5 3 2 8 0

i u w n m v o a o o i o

l b h k f g y z t d p q

## Music.

Imitation Lessons. Sounds 1 to 8. Individual and concert singing. Discover and pay particular attention to monotones. Note heads. Staff introduced. Much drill on lines and spaces. Children draw staves by imitation, from dictation, from memory. Place notes upon staff. Sing many exercises from staff made up of first three sounds—no skips. Gradual development of scale 1 to 4, 1 to 5. Exercises with seven-note cadences. Individual and concert work. Teach places of notes on key of *C*. *Do* is on the added line below, &c. Scale 1 to 6; full scale 1 to 8. Choir singing; solo singing; rote singing.

## Drawing.

## FIRST HALF OF YEAR.

Solids—

Sphere, cube, cylinder.

Tablets—

Circles, squares, oblongs.

Primary colors—

Yellow, red, blue.

Clay-modeling of type forms and objects similar to type forms.

Learning from tablets, stick-laying, cutting from colored paper for developing surfaces, making geometric figures and solids, and designing from tablets.

Learning position, pencil-holding, free-arm movement in drawing.

## SECOND HALF OF YEAR.

Solids—

Square prism, R. A. T. prism, hemisphere.

Tablets—

Circles, squares, oblongs, R. A. triangles, semi-circles.





Secondary colors—

Orange, green, violet.

Clay-modeling of type forms and objects similar to type forms.

Learning from tablets, stick-laying, cutting from colored paper for developing surfaces, making geometric figures and solids, and designing.

Drawing from dictation, from leaves and simple flowers; coloring same.

#### Elementary Science.

See second year.

#### SECOND YEAR.

##### Language.

##### Oral Work.

###### 1. Stories.

- a. Indian and Japanese Life. Plan similar to that of first year.
- b. Other stories relating to Geography and Natural History work.
- c. Poems, The Brooklet, In the Wood, Days, Nights and Seasons, Seven Times One, How the Flowers Grow, &c.

###### 2. Picture lessons should call for more extended and careful observation than the pictures used in previous year.

- a. Name objects.
- b. Name living objects.
- c. Lead by questions to logical order.
  - (a) Name central object. (b) Relate other objects to central object. (c) Give names of materials (of what are objects made). (d) Use of objects (this depends on kind of picture).

Give several successive lessons on same picture. Children reviewing old points before taking new ones. Recalling (picture out of sight). Tell story about picture, aided by questions.

###### 3. Action Lessons. More complex, requiring closer attention. Teacher performs an action. Children tell of it in as many different ways as possible. Teacher performs two actions. Children describe, using "and." Teacher performs more than two actions. Children tell what she did, using only one "and."

###### 4. Conversational Lessons.

- a. Plants—parts of plant, root, stem, leaves, bud, flower, fruit; names of various plants; children bring plants. Shape of leaf, name of parts, petiole, blade, margin, midrib, veins.
- b. Human Body—Organs of sense.
- c. Animals—Habits (tell stories); name parts; study parts; comparison.

###### 5. Occasion use of is, are, was, were, shall, will, may, can, might, ought, could, would, should, which; I saw, I have seen. Common adverbs—quickly, slowly, &c.

**Written Work.****I. Copying.**

1. Copy sentences from reading and from language lessons.
2. Copy question and answer about a picture.
3. Copy sentences containing words alike in pronunciation but different in spelling.
4. Copy elliptical sentences. Children fill in blanks.
5. Copy sentence containing a comma to separate the name of address at beginning of sentence from the rest of sentence.
6. Copy sentences followed by exclamation point.
7. Copy a letter.
8. Copy name of city.
9. Copy name of State.
10. Copy name of days.
11. Copy name of months.
12. Copy name of school.
13. Copy name of principal.
14. Copy name of teacher.
15. Copy lists of words.

**II. Dictation.**

To be based upon the work in copying.

**III. Original Work.**

1. Statements containing words specified by teacher.
2. Statements about objects or pictures in answer to questions on blackboard.
3. The same without questions.
4. Ask a question and answer it.
5. Describe actions observed.
6. Write headings for all written work.
7. Write sentences that tell, ask, direct.
8. Reproduce reading lesson.
9. Original stories.

In this grade children learn use of apostrophe in single possessive, use of comma after names of address, use of exclamation point.

**Reading.**

Continue teaching words from blackboard.

The supplementary reading to consist of children's own statements, based on stories, poems and observation lessons given in language.

Phonics (first and second year).

Long and short sounds of vowels.

Sounds of single consonants.

Combinations, such as sh, ch, th, ow.

Build lists of words by prefixing a letter or letters to a given sound or combination of sounds, as *ay, at, s ay, h at, h ay, c at.*

In second year children begin to mark vowel sounds in words, also get new words phonetically.

### Geography.

#### I. Place Lessons.

##### 1. Position.

- a.* To make picture of table-top, showing arrangement of objects.
- b.* To transfer picture to blackboard.
- c.* To describe table-top from picture.
- d.* To place objects on table to correspond with picture of imaginary table-top.
- e.* To describe mounted pictures.

##### 2. Direction.

- a.* Horizon.
- b.* Cardinal points.
- c.* Semi-cardinal points.
- d.* Compass. Use.
- e.* Application of cardinal points—  
To school and grounds.  
To principal streets.  
To slate in horizontal position.  
To slate in vertical position.  
To table, &c.
- f.* Relative position of public buildings and school.

##### 3. Distance.

- a.* To develop clear concept of yard and pace.
- b.* To develop idea of time as a unit of measure.
- c.* To use each in estimating distances.
- d.* To develop idea of scale.
- e.* To show necessity of drawing to scale.
- f.* To draw room floor to scale.
- g.* To give term map.
- h.* Connect with number.

#### II. Field Lessons.

##### 1. Land.

- a.* To know the parts of prominent bodies and forms.
- b.* To find the position of parts.
- c.* To find relative position of bodies and forms.
- d.* To compare height and extent of similar features.
- e.* To express ideas in moulding, drawing and words.
- f.* To use new words in blackboard reading lessons.



## 2. Water.

- a. To recognize and name the parts of prominent bodies and forms—This is the mouth of a brook.
- b. To find relative position of parts—The mouth is where the brook flows into the river.
- c. To compare with bodies and forms of land—The creek is in the lowest part of the land.
- d. To express in drawing, moulding and words.
- e. To use new words in blackboard reading lessons.

## III. Weather.

1. To name winds according to direction.
2. To learn the use of weather-vane.
3. To read the indications of weather-vane.
4. To notice effect of different winds.
5. To name the forms of moisture—cloud, frost, mist, dew.
6. To notice position of each.
7. To compare quantity of each.
8. To notice time of greatest abundance.
9. To notice change in form.
10. To notice change in size.

## IV. Season Study.

1. To observe the sun.
  - a. Position in the morning.
  - b. Position in the evening.
  - c. Position at noon.
  - d. Getting higher in A. M.
  - e. Getting lower in P. M.
  - f. Getting warmer in A. M.
  - g. Getting cooler in P. M.
2. To observe shadows.
  - a. Length compared with object.
  - b. Length in the morning, evening and at noon.
  - c. Direction in the morning, evening and at noon.
  - d. Time between casting of shortest shadows.
3. To recognize and name trees in school grounds.
  - a. Observe use of leaves in summer.
  - b. Observe use of bare boughs in winter.
  - c. Observe change of color.
  - d. Observe advantage of no leaves in winter.
4. To observe and name the kinds of soil.
  - a. To observe effect of water upon the soil—carries it off.
  - b. To observe effect of frost upon the soil—hardens.
  - c. To observe frost in deep soil in early spring.

## Number.

Facts in numbers from 12 to 30.

Yard, gallon, square foot and square yard.

Tables of Liquid and Dry Measures.

Fractions.—Addition, subtraction and reduction facts in halves, fourths and eighths. Work should be oral, objective, mental.

Paper disks are the best objects to use.

Later, use figures.

Facts in fourths (to be discovered by children from disks).

$$\begin{array}{lll} \frac{1}{2} = 1 & \frac{1}{2} = \frac{1}{2} + \frac{1}{2} & \frac{1}{2} = 1 - \frac{1}{2} \\ \frac{1}{4} = \frac{1}{2} + \frac{1}{4} & \frac{1}{4} = \frac{1}{4} & \frac{1}{4} = \frac{1}{2} - \frac{1}{4} \\ \frac{1}{4} = \frac{1}{4} + \frac{1}{4} & \frac{1}{4} = \frac{1}{4} - \frac{1}{4} & \frac{1}{4} = \frac{1}{2} - \frac{1}{4} \text{ \&c.} \end{array}$$

## Writing.

Simple movement exercises.

*Oa Co Od Ea Sa Sn Mm No*  
*Wu Qy Ez Vu Yu Yy Zi Jj Ah*  
*Ek Et Ef Es El Ey Ep Eh Er*

## Music.

Double time, two-beats, ties and half notes. Triple time, two and three ties, half and dotted half notes. Quadruple time, two, three and four-beats, half and whole notes. General Exercises—Breaking time, calling the Scale of Syllables. Individual pupils locate notes on blackboard. One new Rote Song per month. Key Exercises.

## Drawing.

## FIRST HALF OF YEAR.

Solids—

Ellipsoid, ovoid, equi. tri. prism.

Tablets—

Ellipses, ovals, equi. triangles.

Tones of Primaries—

Yellow, red, blue.

## SECOND HALF OF YEAR.

Solids—

Cone, sq. pyramid, vase form.

Tablets—

All preceding isosceles triangles.

Tones of Secondaries—

Orange, green, violet.

For the whole year—Clay-modeling of type forms and objects based on type forms.

Developing surfaces by tablets, stick-laying, paper-cutting and drawing. Elementary designing by same processes.

Drawing and painting from leaves and flowers during latter part of year.

## Elementary Science.

## FIRST AND SECOND YEARS.

## Water.

(1.) General talk on water, noticing most prominent characteristics.

1. Colorless.

2. Odorless.

3. Tasteless.

4. Water flows.

(2.) Fill tumbler with water.

Notice—1. Surface.

2. Shape of surface.

1. Edges.

2. Curve of edges.

Water takes shape of vessel which holds it.

(3.) Take a tin can. Fill with water. Punch two holes in the can, one near the top, one near the bottom of the can.

Notice difference in shape of the two streams of water.

Water pushes out slowly at top of can.

Water pushes out rapidly at bottom of can.

(When convenient, a glass jar serves the purpose rather better.)

Water pushes out.

(4.) Punch a hole in the bottom of an empty can.

Place the empty can touching bottom of vessel filled with water.

The water will push through the hole into the empty can.

Water pushes up.

- (5.) Punch a hole in the side of a tin can.  
Insert a piece of bent glass tubing.  
Partially fill can with water.  
Compare level of water in can with level of water in tube.  
Water rises to same level in connected vessels, without reference to size of vessel.  
Illustration—Coffee pot and spout.  
a. City reservoirs.  
Reservoirs built high, pipes laid in houses. Water will rise in pipes to same height as water rises in reservoirs.  
Water seeks its own level.
- (6.) Put salt in water.  
Put sugar in water.  
Water will dissolve some substances.  
Bring out same idea with some colored substance, like blue vitriol.  
Put powdered chalk in water.  
Put sand in water.  
Put clay in water.  
Water will not dissolve some substances.  
a. Dissolve salt or sugar in water.  
Evaporate the water and get back to salt.  
Prove existence of salt when not perceptible to sight.
- (7.) Partially fill test tube with water.  
(Tube must have perforated cork and a small tube inserted.)  
Heat the water.  
Water will rise to higher level.  
Heat expands water.
- (8.) Partially fill broad, shallow tin with water. Let it stand over night.  
In the morning the tin is found empty.  
Water evaporates.  
Place same quantity of water in deep, narrow tin. Let it stand over night. Result, slower evaporation.  
Rapidity of natural evaporation depends on amount of surface exposed.
- (9.) Take same quantity of water as in above experiment.  
Heat water.  
Note rapidity of evaporation.  
Heat hastens evaporation.
- (10.) Hold piece of cold glass over the evaporating water.  
Water will collect on surface of glass. This proves evaporation, and gives foundation for work on clouds, dew, rain, &c.  
(Breath on a cold morning.)

- (11.) Place a piece of cork, wood, tin, stone, iron, in water.

Notice which will sink and which will float.

Water supports some substances.

- a. Show that a small piece of cork will float as readily as a large piece.

Whether any material floats or not, does not depend upon its quantity.

- b. Show that a lump of tin or iron will sink.

Show that tin or iron, when made into a dish-like form, will float.

The buoyancy of a substance depends somewhat upon the shape of the substance.

Show how this truth is emphasized in ship-building.

### Language.

#### THIRD YEAR.

#### Oral Work.

##### I. Stories.

Stories relating to Geography, History and Natural History work.

Poems relating to same subjects, as—

Geography—The Meeting Waters.

The Brook.

Water Parting, &c.

History—Independence Bell.

The Star Spangled Banner, &c.

Natural History—Telling the Bees.

Warbling of Blackbirds.

The Cricket and the Ant, &c.

##### II. Picture Lessons.

Style of picture more advanced.

Use outline similar to one given in second year.

Children decide in what order objects should be taken for description. Train to select in order of importance. Children answer orally suggestive questions concerning pictures. Oral description following outline on board. May refer to historical scenes or places of interest touched upon in Geography and History lessons.

##### III. Action Lessons.

Actions should be difficult to describe.

Require pupils to observe minutely and describe in full, using only one "and."

Use several different statements to describe one action.

Give all the different expressions known as descriptive of some act of the teacher.

Let children perform actions.

Describe games.

**IV. Conversational Lessons.****1. Plants.**

Growth from seed to fruit traced.

**2. Animals.**

Common birds and insects, parts and habits observed and compared.

**3. Human body.**

Parts of body, movement of parts, uses of parts, health of parts.

**Written Work.****I. Copying.**

Copy difficult words in all lessons.

Copy sentences, inserting commas and placing proper marks of punctuation at close of sentence.

Copy elliptical sentences, filling in omitted words.

Copy statements obtained from pupils in oral descriptions and written by teacher.

Copy sentences, substituting specified words for pictures.

Copy from printed page all quotations.

Copy spelling words—place in sentences.

Copy short story.

Copy poems.

**II. Dictation.**

Work in dictation parallel with that of copying.

**III. Original Work.**

Write statements containing designated words.

Write questions containing designated words.

Write commands.

Write requests.

Place new and different words of all lessons in sentences.

Write answers to questions on blackboard.

Write sentences containing abbreviations.

Write sentences containing words pronounced alike but spelled differently.

Write names of days of week.

Write names of months.

Write names of seasons.

Write names of months in each.

Write names of objects in designated places, as in grocery store, &c.

Write original questions about specified object.

Write answers to above.

Write description of picture.

Write short connected story about designated object or picture.

Write reproduction of a story read or told.

Reproduction of observation lessons, from questions or topics.

Write original problems to illustrate designated fact, as  $7 \times 5 =$ ,

$\frac{1}{2}$  of 21 =, &c.

Write original letter.

Address envelopes.

Write original stories.

#### IV. Children learn.

V. Use of sit, set; lie, lay; various forms of who.

VI. (1) Use of capitals at the beginning of a sentence. The word I.  
Names of persons and places.

(2) Christian name and surname.

(3) How to write initials.

(4) Abbreviations—Mr., Mrs., Miss, Dr., St., Ave, Supt.

(5) Days of the week.

(6) Names of the months.

(7) How to write dates.

(8) How to write a letter.

(9) How to write addresses.

(10) Use of comma to separate name of person addressed from the rest of the sentence.

(11) Use of quotation marks; unbroken quotations.

(12) Use of comma in connection with quotation.

(13) Use of apostrophe in contraction.

(14) Use of hyphen, especially to divide a word at end of line.

#### Reading.

Second Reader. Sight reading, silent reading, oral reproduction.

Much supplementary reading based on lessons in Language, History,

Geography and Science.

Learning of alphabet in order. Phonics.

Teach following sounds :

ee, as in eel.

i, " it.

a, " ale.

e, " met.

a, " at.

i, " girl.

a, " ask.

a, " father,

u, " up.

o, " on.

a, " all.

o, " old.

oo, " book.

Apply knowledge in marking words and in getting new words.

**Geography.****I. Place Lessons.****1. Position.**

- a. To locate public buildings, parks, prominent natural features.
- b. To find position of public buildings, parks, prominent natural features, in blackboard sketch.
- c. To find school grounds on map of city.
- d. To find city on map of the State.

**2. Direction.**

- a. To point in direction of public buildings, &c.
- b. To take imaginary walks through the city—  
Giving name of street.  
Giving direction of street.  
Giving places of interest.

**3. Distance.**

- a. To draw school grounds to a scale.
- b. To draw immediate surroundings of school grounds to scale.
- c. To compare scale with scale of maps of city, &c.
- d. To estimate distances, knowing scale.
- e. To connect with number.

**II. Field Lessons.****1. Land.**

- a. To observe details of each feature.
- b. To discover definitions.
- c. To imagine similar features.
- d. To observe life of each region.
- e. To connect occupations with each region.
- f. To connect commerce with each region.
- g. To see reasons for location of cities.
- h. To connect with language and reading lessons.
- i. To connect with literature and history.
- j. To use models in sand and papier maché maps of each.
- k. To use characteristic pictures of country, productions and occupations.

**2. Water.**

- a. Points similar to those under "Land."
- b. Illustration.

**Assanpink creek.**

Current, direction of. Pictures.

Down. Up.

Bed, character of.

Mouth. Source.

Banks—right, left; character of. Pictures.

Tennyson's "Song of the Brook."



## STATE NORMAL SCHOOL REPORT.

## Delaware river.

Compare with Assanpink creek.

Direction of current.

Find the source. (Papier-maché map of Delaware river basin.)

Character of country. (Relief map and pictures of Catskills.)

Imaginary trip down the Delaware river in canoe.

Changes in country. (Relief map and pictures.)

Banks. Life on either side.

Trace the course.

Draw.

History connected with Delaware river. (Pictures.)

Tributary.

System.

Basin.

Water divide.

## Position of Trenton.

Idea of city.

Reasons for living together.

Occupations. Conversational.

Leading occupations.

Visit Potteries.

Processes.

Occupations in the suburbs.

Commerce.

Reasons.

Means of.

Canals.

Railroads—freight and coal cars.

Direction from which coal cars come.

Character of country along upper Delaware river.

Occupation in this region.

Mining. Use typical pictures.

Coal—qualities, uses, products, history.

Direction freight and coal cars are going.

Philadelphia—great market place.

Why? Position on Delaware river.

Compare with Trenton.

History of.

Uses of Delaware river.

Reproduction, oral and written.

## Mississippi river.

Compare with Delaware.

Delta.

Character of country.

Productions. Occupations.

Upper course—Wheat.

Lower course—Cotton.

Growth of great cities.

Uses of Mississippi river.

History.

Reproductions, oral and written.

Aids—Mouldings, papier-maché relief maps, characteristic pictures of country and life, and knowledge of Delaware river.

### III. Weather.

1. Idea of temperature.

2. Use of thermometer.

3. Continue work of second year, keeping records.

### IV. Season Study.

1. Continue work of second year, keeping records.

2. Poem.

### V. Object Lessons.

1. Form.

2. Color.

3. Plants.

4. Animals.

5. Minerals.

### VI. People.

1. Interest pupils in social life around them.

a. Customs.

Festivities.

Public.

Private.

Mode of traveling.

b. Occupations.

General.

Leading.

c. Amusements.

Winter sports.

Summer sports.

d. Religion.

Observance of Sunday.

Different churches (name only).

e. Government.

Necessity of.

Mayor.

2. Stories of people of other lands.

3. Comparisons.

**Arithmetic.**

Facts from 80 to 100.

Tables of dry and liquid measure.

Table of time.

Multiplication tables.

Roman numerals.

Reading and writing of numbers as high as thousands.

Addition, subtraction, multiplication and short division.

United States money.

Fractions.—Work should be oral, objective and mental. Deal only with fractions having small denominators, as thirds, ninths, eighteenth; thirds, sixths, twelfths, so the processes can be performed mentally.

**Writing.**

All small and capital letters, singly and in words.

Figures of the Arabic notation.

Movement exercises.

**Music.**

All key exercises in C extension. Rests.

All key exercises, in D, A and E. Dotted rests, with whole, half and quarter rests.

Intervals, primes, seconds and thirds.

**General Exercises.**

Beating time. Calling scale notes by number. Locate syllables, letters and note words on slate. Staff to be drawn by pupils, commencing with lowest line as teacher dictates, 1, 2, 3, 4, 5. One new note song per month. Choir singing, first and second term. Questions in theory.

**Drawing.****FIRST HALF OF YEAR.**

Solids—

Sphere, cube, cylinder, hemisphere, sq. prism, right-angled tri. prism.

Tablets—

Circles, squares, oblongs, semi-circles, triangles.

Colors—

Primaries.

Normal.

Secondaries.

Normal.

## SECOND HALF OF YEAR.

## Solids—

Ellipsoid, ovoid, eq. tri. prism, cone, vase, square pyramid.

## Tablets—

Ellipses, ovals, circles, squares, triangles, oblongs, semi-circles.

## Colors—Normal—

Red and yellow—orange.

Yellow and blue—green.

Blue and red—violet.

## FOR THE WHOLE YEAR.

Clay-modeling of type forms and objects based on type forms.

Drawing geometric figures and designs made from tablets.

Making charts of colored paper, showing proportions of colors in primaries and secondaries.

Making all-over designs for surface-covering, showing unity of school in making one design.

## Elementary Science.

## THIRD YEAR.

## Air.

## (1.) General talk upon air.

Its position.

Its invisibility.

Its weight.

## (2.) Partially fill a vessel with water. Invert an empty tumbler over vessel.

Press tumbler down upon the water.

As the tumbler is pressed downward the water will gradually rise in outer vessel. No water will rise in the glass. The glass must be already filled with air.

Air has place or fills a jar just as water or any other liquid does.

a. Place a small lighted candle on cork standard under the tumbler. Press tumbler down on water as before. The candle will remain lighted (a short time).

Air has place.

## (3.) Fill a glass with water.

Place a paper over the glass, being careful that paper touches every portion of edge of glass. Invert glass. The air will push the paper against the water and prevent water from falling out.

Air pushes.

a. Partially fill small open tube with water.

Place finger on one end. Air pushing upward will cause water to remain in the tube.

Air pushes.

- (4.) Pass a tube through the cork of a bottle.  
Place bottle thus arranged in water.  
Water will not enter bottle through tube. (The bottle is full of air.  
See 2.)  
Draw air out of bottle by means of mouth. Place finger over tube quickly. Place the bottle in water. Remove finger. Water rushes in through tube.  
Air can be removed.
- (5.) Use same bottle as in 4.  
Blow more air into the bottle through the tube. Place bottle in water.  
Bubbles of air will escape from the bottle and rise through the water.  
When the bottle was full of air we forced more air in.  
Air can be compressed.  
Illustrated by jar full of cotton. More cotton can be forced in.
- (6.) Same bottle as in 4.  
Fill bottle half full of water. (Inner end of tube under water.)  
Blow more air through the tube.  
When the mouth is removed the water will gush out.  
Air is elastic.
- (7.) A rather large piece of tissue paper and a nail.  
Drop both at the same moment. Air will support the paper. The nail drops to the floor.  
Air resists.  
a. Roll the tissue paper into a ball.  
Drop nail and paper ball.  
Both will reach the floor at same time.  
Resistance of air depends somewhat upon the surface presented.
- (8.) Place the end of a test tube in water.  
Heat the air imprisoned in tube with lamp.  
Heat will cause bubbles of air to rise through the water.  
Heat expands air.

### Language.

#### FOURTH YEAR.

#### Oral Work.

##### I. Stories.

Stories told, read; reproduced, using outline.

Select for subjects topics of interest in history, geography.

History—Puritans, Miles Standish.

Geography—Desert life, cotton.

Poems by standard authors—Vision of Sir Launfal, the Rope-walk, Daybreak.





GYMNASIUM.

**II. Picture Lessons.**

Pupils write original stories from pictures, using outlines formed by class guided by teacher.

Pictures suggested from lessons in geography and history.

**III. Conversational Lessons.**

Teach how to observe parts of animals, as sponge, coral, crab, earth-worm, fly, &c., in logical order.

Note adaptation of animals to habits and home.

Trace growth and change of a caterpillar or other insect.

Teach properties and qualities of substances, using proper adjectives, such as slate, silk, nutmeg, cork, coal, &c.

Teach growth of plants from seed to fruit. Roots, stalks and leaves described and classified; names of parts of blossom taught.

**Written Work.****I. Copying.**

Pupils copy paragraphs from blackboard to impress arrangement, capitalization and punctuation.

Copy words of spelling-lesson alphabetically, place in statements and questions.

Copy elliptical sentences, filling in blanks.

Copy "Memory Gems" with names of authors.

Copy statements, indicating their two parts.

Copy sentences, drawing line under name words.

Copy sentences indicating words that point out; that assert; that show how, when and where; and words used instead of nouns.

**II. Dictation.**

Work in copying determines dictation.

**III. Original Work.**

Place new and difficult words in sentences.

Reproduce reading lesson; story read or told by teachers; story read at home, using questions or topics.

Write statements using abbreviations.

Write letters using outline.

Transpose poetry to prose.

Write stories of pictures.

Write statements indicating their two parts.

Write singular forms of designated words.

Write plural forms of designated words.

Write possessive singulars of designated words.

Write possessive plurals of designated words.

Write sentences containing words that point out; that assert; that show how, when and where; and words used instead of nouns.

Write questions on story read silently.

Exchange questions. Write answers.



## IV. Children learn,

Informally, two parts of a statement. Names [nouns]. Proper and common names. Names that mean more than one [plural]. Different ways of forming plural. Words that denote possession [John's hat]. Possessive forms of plural nouns [Boys' boots, men's coats]. Words that describe [That is a *black* hat]. Words that point out [*This* orange is sweet]. Use of "the," "an" and "a." Words that assert [Soldiers *march*]. Words that show how [She sang *sweetly*]. Words that show when [I wrote a letter *yesterday*]. Words that show where [Charles threw the ball *down*]. Words used instead of names [Robert, will *you* go?]. Words after is and was. Words used as objects [John lost his *ticket*]. Words that show relation [The man stood *by* the chair].

## Reading.

Third Reader. Sight reading, silent reading, followed by oral or written reproduction. Encourage home reading, guiding selection.

The science, literature, history and geography work determine the supplementary reading.

## Phonics.

Drill on sounds taught.

Children indicate pronunciation of words by use of diacritical marks.

Get phonetically words in which new sounds are applied.

*Begin* to teach the children to use the dictionary.

## Geography.

## I. Land (objects of imagination).

1. Continent, desert, oasis, gorge, mountain system, &c.

2. Continents.

a. Name.

b. Position.

c. Form.

d. Relative size.

3. To recognize, to find characteristics of, to compare with known objects.

## II. Water (object of imagination).

1. Oceans, glaciers, ice flows, &c.

2. Oceans.

a. Name.

b. Position.

c. Form.

d. Relative size.

3. To recognize, to find characteristics of, to compare with known objects.

**III. The earth as a whole.**

1. Form.
2. Idea of earth in space.
3. Size.
  - a. Dimensions.
  - b. Time to travel around.
  - c. Time to see surface.
4. Rotation.
  - a. Axis, poles, equator.
  - b. Time of rotation. Day and night.
  - c. Observations of sun.
5. Revolution.
  - a. Time.
  - b. Illustration, combining both motions.
  - c. Seasons.
6. Directions on globe.
  - a. To find east, west, north and south.
  - b. To find east and west coasts of continents.
7. Position of places on globe.
  - a. To show necessity of having means of fixing position of places.
  - b. Means of fixing position of places.  
Parallels. Meridians.
  - c. Practice in finding position of places on globe.
  - d. To find direction of meridian in Trenton.  
During the day.  
At night.
8. Heating of earth.
  - a. Part receives most direct rays.
  - b. Associate with moon, sun and temperature.
  - c. Part receives most slanting rays.
  - d. Associate with evening sun and temperature.
  - e. Illustration.
  - f. Inference.
9. Climate of different regions of earth. (Inferred.)
  - a. Belts. (Based on preceding work.)
  - b. Boundaries.
    - Where?
    - Torrid zone.  
Part of earth directly under sun when sun passes  
in highest and lowest order.
    - Temperate zone.  
Part of earth receiving most slanting rays at that  
time.
    - Mark boundaries.
    - Name boundaries.

10. Heating of atmosphere.
  - a. Mountains.  
Experience recalled.
  - b. Clouds.  
Experience recalled.
11. Winds.
  - a. Why winds blow.  
Experiments to illustrate.  
Experience recalled.
  - b. Unequal heating of earth.
  - c. General circulation.
12. Rainfall in zones. (General.)
  - a. Relate to seasons.
13. Productions. (Characteristic.)
  - a. Temperate zone.  
Plant life.  
Food plants.  
Clothing plants.  
Trees—Deciduous, evergreen.  
Woods—Useful, ornamental.  
Undergrowth, uses.  
Object lesson on characteristic plants.
  - b. Torrid zone.  
Plant life.  
Food plants.  
Clothing plants.  
Medicinal plants.  
Trees—Useful, ornamental.  
Singular trees.  
Undergrowth, uses.  
Object lessons on characteristic plants.  
Compare with temperate zone.
  - c. Frigid zone.  
Trees.  
Food plants.  
Compare with other zones.

NOTE.—Similar work with animal and mineral productions of each zone.
14. People.
  - a. Races.  
Study types found in city.  
Native land of this race.  
Other types. (Pictures.)
  - b. Distribution of races.
  - c. Stories of people of other lands.
  - d. Imaginary visits in other lands.

**IV. Weather.** (Extends throughout the year.)

1. To discover the prevailing wind for a season; a year.
2. To observe effect of different winds.
3. To observe capacity of hot and cold winds for moisture. (Relative.)
4. To observe characteristic conditions of atmosphere for each season as to moisture, temperature, prevailing direction of wind.
5. Evaporation.  
Experiments.
6. Condensation.  
Experiments.

**V. Season Study.** (Extends throughout the year.)

1. To know the months of different seasons.
2. When sun passes in highest arch.
3. When sun passes in lowest arch.
4. Relative length of day and night during each season.
5. Temperature after sunset.
6. Temperature after sunrise.
7. Draw inferences.
8. Warmest time of day. Inference.
9. Mark length of shadow cast by an object on 21st of March and September, 21st of June and December.
10. Temperature of pond and adjacent sand-pile before and after sunset. Draw inference.
11. Where soil is deepest.
12. Where soil is thin.
13. Associate life with each kind.
14. To use fertile.
15. To use barren.

**Arithmetic.**

Review notation and numeration, the four fundamental rules, tables of time, length, avoirdupois weight, dry and liquid measures and United States money, in connection with many practical problems, working for rapidity, accuracy and self-reliance.

Square measure. Children find areas of surface around them.

Addition, subtraction, multiplication and division of fractions, employing only those whose denominators express a small number of parts that may be seen by children and where the processes can be performed mentally.

Percentage, using rates 50%, 25%,  $83\frac{1}{3}\%$ , 20% and 100%.

Home work from Franklin's Elementary Arithmetic, first fifty pages, including drill tables on pages 70 and 76.

### Writing.

Copy graded examples in addition and subtraction. All the capital letters, together with many Christian and geographical names, sentences and paragraphs.

Movement exercises.

### Music.

Accent, eighth notes in double time, unaccented first notes, eighths in treble time, repeats D. C. *al fine*, D. C. *al Sig.* and common musical signs; eighth notes in quadruple time; thirds with quarter notes slurred; slurs with eighth notes; intervals of fourth slurred with eighth notes. Rounds; tie cross-bar; sixteenth notes. Singing in two parts.

### General Exercises.

Beating time, calling scale note by number. Scholars locate syllables, letters and notes on music paper. Teacher dictates seven-note cadences; choir singing, first and second terms; questions in theory.

### Form Study and Drawing.

#### Solids—

Sphere, cube, cylinder, hemisphere, sq. prism, R. A. prism, ellipsoid, ovoid, equi. tri. prism, cone, sq. pyramid, vase.

#### Tablets—

Circles, squares, oblongs, triangles, semi-circles, rhombi, ellipses, ovals, hexagons, pentagons.

#### Objects—

Apples, potatoes, turnips, carrots, tumbler, envelope, groups of fruit, shield, leaves, flower—buttercup.

#### Review in color—

Yellow, red, blue, orange, green, violet.

#### Tones of intermediate colors—

Red and yellow—orange.

Yellow and blue—green.

Blue and red—violet.

Making from patterns, making charts of tones of colors, designing in two or more tones.

Learning units of design, axis of symmetry, measuring for proportions, reversed curves, conventionalizing from leaves and flowers.

Drawing appearance of form, drawing facts of form, drawing from dictation.

### Spelling.

Throughout the four years, words from all lessons carefully selected, copied from blackboard. Sentences, copied and written from dictation, containing selected words. Elliptical sentences used—children supplying omitted words. Words spelled orally.

### General Industrial Work.

Work out the various kindergarten gifts.

Children draw simple outline pictures to illustrate songs they sing.

Draw pictures to illustrate reading-lesson.

Pictures copied from the blackboard.

Children put together sliced animals. When completed write a short story about animals thus formed.

Weave splints into different forms, as gates, fans, doors, fences, tents, &c. Copy on slates.

Prick patterns of animals and common objects first traced and dotted by teacher.

Prick names, addresses, sentences, words, figures.

Embroider the already-pricked patterns of animals and common objects.

Embroider vertical, horizontal and oblique lines, circles, squares, &c., &c.

Cut sheet of colored paper into strips four inches long and three-quarter-inch wide.

Make chains of strips. Use primary and secondary colors. Tint and shade. Colors of rainbow. Connect with number lessons.

Mats made of manilla paper. Strips to be cut from bristol-board one-half inch wide.

Connect with number work, as—over one and under one, under one and over two.

Weave color stories. Separate by white strips.

Red and blue make green.

Cut worsted into two-inch lengths.

Children sort, arranging by colors.

Connect with number lessons. Select three reds, four greens, six blues, &c.

### Elementary Science.

#### Solids.

Iron, wood, ice, tin, &c.

- (1.) Place a piece of each in tumbler. Pour water into another tumbler. Observe that the water will fit itself to the vessel which holds it. The iron, wood, tin, &c., do not fit themselves to the vessel which holds them, but retain their own shape.

Water is a liquid.

Iron, tin, wood, &c, are solids.

- (2.) Compare solids as to hardness.  
a. Try to cut each with a knife.  
b. Rub the solids together. Observe which is scratched.  
Some solids are harder than others.
- (3.) Try to bend different solids.  
Some solids bend more easily than others.  
Some solids are flexible.
- (4.) Observe effects of heat on solids.  
Take iron, wood, ice, &c.  
Place in same vessel and apply heat.  
The ice will take the form of a liquid.
- (5.) Take two blocks of wood.  
Fasten a bar of iron to side of one block. Place the other end of iron bar loosely over a nail driven into the side of the other block. Above the nail, swing on a pivot a small strip of wood with square of paper attached to upper end. Arrange the strip of wood so that its lower end will just touch the end of the iron bar which is supported loosely by the nail. Apply heat to the center of the bar. As the iron heats, the paper at the top of the indicator will be seen to move downward as the lower end of indicator is pushed outward.  
Heat enlarges.
- (6.) Take a piece of wood. Hold one end by fingers. Place the other end in flame. The wood burns, but the heat does not reach the fingers.  
Treat a piece of iron in the same way.  
The heat of the flame will be carried through iron and the fingers will be burned.  
Some solids carry heat better than others.  
Show why stoves are made of iron.
- (7.) Take different solids, iron, rubber, ice, glass, &c.  
Hammer each.  
Observe which break and which do not.  
Some solids are brittle.  
Some solids are not brittle.
- (8.) Use same substances as in 7.  
Pull each.  
Observe which will stretch and which will not.  
Apply weight. Observe which can be compressed.  
Some solids are more elastic than others.
- (9.) Take wet clay, putty and other solids, such as lead, glass, &c.  
Observe which can be easily moulded and which cannot.  
Some substances are more easily moulded than others.  
(Malleability.)  
Production of gold-leaf from gold.

## GRAMMAR SCHOOL.

As a rule there are recitations daily in each subject. Drawing, Singing, Penmanship, Physical Training are generally exceptions to the rule, recitations being heard in these subjects two or three times a week.

## Grade D.

English, Reading.—Selections from Fourth Reader, a First History of United States, Tanglewood Tales, Seaside and Wayside, Vol. III., The Children's Hour, &c.

Language.—Simple sentences, subject and predicate. Uses of words. Uses of noun, pronoun, adjective. Uses of terms singular and plural. Formation of plurals and possessives. Use of *shall* and *will*. Reproduction of science lesson, description of pictures, original stories. Study of poems suggested by topics studied, as "The Robin," "Robert of Lincoln," &c.

Spelling, from the lessons of the day.

Arithmetic.—Notation and numeration of numbers containing three periods, containing three decimal places. Addition, Subtraction, Multiplication, Division, Fractions, entire subject, using Common Fractions having small denominators. Decimals, addition and subtraction, multiplication by integers; division (*a*) by integers, (*b*) by like numbers, the quotients to be integers. (No number in any case to contain more than three decimal places.) Percentage, finding simple per cents of given numbers. Interest, simple interest on given sums for years and months. Compound Numbers, reductions using denominations previously taught. Mensuration, areas of squares and rectangles. Square measure to square yard. Contents of cubes and rectangular prisms. Cubic measure to cubic yard. Drill in mechanical work. Concrete Geometry once a week.

Geography.—Maps of the Continents and the United States, drawn and moulded; recitations from charts, and globe exercises.

Elementary Science twice a week.

Penmanship.—Books 3 and 4, Movement Tablet, No. 1. Copy forms in multiplication and division, repetition of capital letters, together with common abbreviations; short and full-line sentences, each a simple statement of an important scientific fact. Free-movement exercises entering into the formation of all the small letters, figures, &c.

Singing.—Normal Course, Second Reader, Part I.

## Drawing:

Construction (free-hand)—

Making from patterns.

Sq. box, circular box, equi. tri. prism, toy house.

## Working drawings—

Sq. box, circular box, equi. tri. prism in three positions, ellipsoid, ovoid, toy house. Objects based on equi. tri. prism.





## GRAMMAR SCHOOL.

As a rule there are recitations daily in each subject. Drawing, Singing, Penmanship, Physical Training are generally exceptions to the rule, recitations being heard in these subjects two or three times a week.

## Grade D.

English, Reading.—Selections from Fourth Reader, a First History of United States, Tanglewood Tales, Seaside and Wayside, Vol. III., The Children's Hour, &c.

Language.—Simple sentences, subject and predicate. Uses of words. Uses of noun, pronoun, adjective. Uses of terms singular and plural. Formation of plurals and possessives. Use of *shall* and *will*. Reproduction of science lesson, description of pictures, original stories. Study of poems suggested by topics studied, as "The Robin," "Robert of Lincoln," &c.

Spelling, from the lessons of the day.

Arithmetic.—Notation and numeration of numbers containing three periods, containing three decimal places. Addition, Subtraction, Multiplication, Division, Fractions, entire subject, using Common Fractions having small denominators. Decimals, addition and subtraction, multiplication by integers; division (a) by integers, (b) by like numbers, the quotients to be integers. (No number in any case to contain more than three decimal places.) Percentage, finding simple per cents of given numbers. Interest, simple interest on given sums for years and months. Compound Numbers, reductions using denominations previously taught. Mensuration, areas of squares and rectangles. Square measure to square yard. Contents of cubes and rectangular prisms. Cubic measure to cubic yard. Drill in mechanical work. Concrete Geometry once a week.

Geography.—Maps of the Continents and the United States, drawn and moulded; recitations from charts, and globe exercises.

Elementary Science twice a week.

Penmanship.—Books 3 and 4, Movement Tablet, No. 1. Copy forms in multiplication and division, repetition of capital letters, together with common abbreviations; short and full-line sentences, each a simple statement of an important scientific fact. Free-movement exercises entering into the formation of all the small letters, figures, &c.

Singing.—Normal Course, Second Reader, Part I.

## Drawing:

Construction (free-hand)—

Making from patterns.

Sq. box, circular box, equi. tri. prism, toy house.

## Working drawings—

Sq. box, circular box, equi. tri. prism in three positions, ellipsoid, ovoid, toy house. Objects based on equi. tri. prism.

## Representation (outline drawing)—

Cylinder, tumbler, boxes—square and circular; rectangular objects in front of and below level of the eye; fruit—singly and in groups; group of familiar objects—cylindrical, conical and rectangular.

## Decoration, in drawing and tertiary colors—

Rosette from copy, modification of units applied to original design, historical ornament, Moorish designs, conventionalizing leaves and flowers.

## Grade C.

English, Reading.—Selections from Fifth Reader, Sharp Eyes and other Stories, Tales from Grandfather's Chair, Courtship of Miles Standish, Tales from Homer.

Language.—Sentence, subject and predicate; use of Nouns, proper and common. Pronouns—Person, number and gender of nouns and pronouns. Verb, Adverb. Forms of bills and receipts, formal notes of invitation, regret and acceptance. Dictation of selections of prose involving more difficult punctuation, &c.

Spelling.—From the lessons of the day.

Arithmetic.—Fractions, common and decimal, finished; percentage, three fundamental "cases;" profit and loss; trade discount; simple interest; (very simple problems in last four subjects;) compound numbers finished; mensuration, areas of parallelograms, rectangles and circles; surfaces and contents of rectangular prisms; problems in plastering, papering and carpeting rooms, &c.; capacity of rectangular bins, tanks, rooms, &c.; drill in mechanical work. Concrete Geometry once a week.

Geography.—Descriptive and political, North America, with special attention to the United States; South America.

Elementary Science twice a week.

Penmanship.—Books Nos. 3 and 4, Movement Tablet, No. 2. Copy; repetition of capital letters and longer sentences; important dates and statements of events in American History; free-movement exercises entering into the formation of all the capital letters, and combinations, figures, &c.

Singing.—Normal Course, Second Reader, Part I.

## Drawing:

Construction (free-hand)—

Patterns.

Cone, tumbler, sq. pyramid, sq. plinth, objects based on sq. plinth.

## Working drawings—

Cone, tumbler, book, sq. pyramid facing cube, and sq. pyramid turned at  $45^{\circ}$ ; sphere on sq. prism facing sq. plinth; cylinder in front of sq. prism; objects with three unequal dimensions.

**Representation (outline and shading)—**

Cone, cup, tumbler, flower-pot, open book, sphere on sq. prism, facing cup on book, group of familiar objects, cylinder in front of sq. prism, rectangular object turned at  $45^{\circ}$ , group showing cylinder, cube facing sq. prism turned, plant life.

**Decoration for Drawing and Tertiary Colors—**

Historic ornament, Fleur-de-lis, Ivy leaf, Wave Scroll, flower forms, original designs.

**Physical Training.****Grade B.**

English, Reading.—Selections from Sixth Reader, Birds and Bees, Sketch Book, Snow Bound, Tales from Shakespeare.

Grammar.—Verb, common and progressive forms, person and number, principal tenses, principal parts, regular and irregular, transitive and intransitive, mode, &c. Case of nouns and pronouns, &c. Business letters—subscribing for papers, stopping subscriptions, sending for samples, &c. Stories based on proverbs or fables, &c. Reproductions, &c. Grammatical analysis.

American History, three times a week.

Spelling.—From the lessons of the day.

Arithmetic.—Percentage, profit and loss; trade discount; (more difficult problems in these subjects;) first "case" in commission; simple interest; partial payments (U. S. rule); a little time on compound and annual interest; bank discount; taxes; duties; fire insurance; longitude and time (see mathematical geography of same grade); mensuration; more difficult problems in work of preceding year; easy problems in masonry and brickwork, excavating cellars and ditches, filling in of road-beds, &c.; board measure; public lands; drill in mechanical work.

Concrete Geometry, once a week.

Elementary Science, twice a week.

Geography.—Descriptive and political, Europe, Asia, Africa and the Islands.

Penmanship.—Book No. 5; Movement Tablet, No. 2. Copy a list of the Presidents of the United States, with the names of their respective political parties, and a selection from Longfellow's poem, "The Builders," worked into copies; the object being to develop the writing of full pages of connected sentences; business and social forms.

Singing.—Normal Course, Part II.

**Drawing:****Construction—**

Basin, lamp shade, hexagonal prism, patterns (instrumental).

**Working drawings (free-hand and instrumental)—**

Basin, lamp shade, hollow cylinder, vase forms, hexagonal prism, joints, wedge-shaped block, familiar objects—two.

Geometric problems (instrumental)—

To draw lines parallel; to bisect a line; to draw an equi. triangle; to draw a regular hexagon; to erect a perpendicular at the end of a line; to draw a square on a given base; to draw an oblong, two sides given.

Representation (outline and shading)—

Bowl, books, steps, vase and jar forms, groups of type forms, objects based on type forms, plant life.

Decoration (drawing and color)—

Historical ornament, Egyptian, Greek, Moorish, Gothic; conventionalizing from plant life; original design.

Physical training.

Grade A.

English, Literature.—The Lady of the Lake, Ivanhoe, The Christmas Carol, The Merchant of Venice.

Beginning Latin, or English Grammar.

Grammar.—Sentences, complex and compound. Classes of nouns and pronouns. Declension. Adjectives, kind and comparison. Verbs, idiomatic forms. Use of shall and will, should and would. Tenses of infinitive. Composition of tenses of all modes, &c. Business letters—applying for situations, writing telegrams and advertisements, &c. Forms of checks, drafts, &c. Formal theme-writing, &c.

Spelling —From the lessons of the day.

Arithmetic.—Stocks and bonds; domestic exchange; simple proportion; partnership; square root and its applications; a careful review of fundamental processes, cancellation, factoring, greatest common divisor, least common multiple; careful review of common and decimal fractions, percentage, simple interest and bank discount, metric system—as much as is required in the study of the natural sciences—three times a week.

(Literal notation introduced in this and the preceding grade wherever practicable.)

Concrete Geometry, twice a week.

English History and Elements of Civil Government.

Bookkeeping.—Bryant & Stratton's Common School, with commercial law—optional.

Singing.—Normal Course, Part II.

Drawing:

Construction—

Patterns (instrumental).

Pocketbook; original design for familiar object.

Working Drawings (free-hand and instrumental).

Bracket, pulley, machine detail, cube at angles of 60° and 80°, original design for piece of furniture.

**Representation (outline and shading)—**

Rectangular objects both above and below the eye; cylindrical and conical objects, showing relations of axis to diameter of ellipses; artistic grouping and rendering from nature, from memory, from copy.

**Decoration (drawing and color)—**

Historical ornament; original design.

**Physical Training.—Manual training.**

**NOTE.**—Pupils who manifest more than usual maturity or working power may take work additional to that of the class, with a view to completing the course in a shorter time.

**Elementary Science.**

Following are suggestive subjects for work in Science to be given in the different grammar grades, the fullness with which the subject is treated to depend upon the advancement of the class.

**1. Zoölogy—**

- a. Birds—1. Nest-building. 2. Migration. 3. Winter residents. 4. Food. 5. Protection. 6. Flight. 7. The young.
- b. Insects—1. Types. 2. Transformations. 3. Habits. 4. Structure. 5. Adaptation of structure to habits. 6. Collect and classify according to types.

Painting, drawing and writing.

**2. Botany—**

- a. The plant as a whole.
  1. Environment. 2. Effect of the weather.
- b. Winter condition of plants.
  1. Twigs. 2. Buds. 3. Seeds.
  - A tree selected by each pupil for special study.
- c. Annuals, biennials, perennials.
- d. Germination.
  1. Experiments showing the conditions necessary to growth.
  2. The manner of growth. 3. Monocotyledons. 4. Dicotyledons.
- e. Leaves.
  1. Form. 2. Color. 3. Parts. 4. Function.
- f. Roots.
  1. Form. 2. Function.
- g. Flowers.
  1. Types. 2. Functions. 3. Structure. 4. Classify according to class structure.

Singing, twice a week.

Physical Training, twice a week.

Drawing (twice a week)—

Advanced geometric problems.

Geometric problems applied to historical ornament and mechanical drawing.

Lectures in perspective.

Enlargement and coloring of historical ornament.

Test work in free-hand representation.

#### GRADE B.

English.—As in English Course—three times a week.

Algebra.—Beginning with Quadratics, through the Progressions—three times a week.

Geometry.—Three books, with Constructions and Original Demonstrations—twice a week.

History.—Greek and Roman, with their Oriental connections—three times a week.

Physics, three times a week.

German or French.—German—Grammar, Lesebuch, Grimms Märchen, Easy Conversation, Poetic Selections. French—Abbreviate Course of Instruction, Introductory French Grammar, French Dictations, Easy Conversation—four times a week.

Latin.—Cæsar, Books I.-V.; Latin Grammar—four times a week.

Singing, twice a week.

Physical Training, twice a week.

Drawing (twice a week):

Girls—

First Quarter—Water color from leaves, flowers, fruit.

Second Quarter—Charcoal drawings of geometric solids; charcoal drawings of still life.

Third Quarter—Charcoal drawings from casts of fruit; flowers and historical ornament.

Fourth Quarter—Water color from flowers.

Boys—

First Quarter—Free-hand and instrumental drawing of mechanical details.

Second Quarter—Architectural drawings, original plans.

Second Half-year—Continuation of Second Quarter's work, study of light and shade with pen and ink, charcoal or color.

Test work or free-hand representation throughout year for whole class.

**History.**—Greek and Roman, with their Oriental connections—three times a week.

**Latin.**—Cæsar, Books I.-V.; Latin Grammar—four times a week.

**Greek.**—Grammar and lessons; Xenophon begun—four times a week.

**Singing,** twice a week.

**Drawing.**—As in Scientific Course. Optional.

**Physical Training,** twice a week.

#### GRADE A.

**English.**—Literature, as in English Course—twice a week.

**Rhetoric,** twice a week.

**Geometry.**—Books IV.-VII.—three times a week.

**History.**—Roman, one term; French, one term—three times a week.

**Latin.**—Virgil, *Æneid* I.-VI.; *Eclogues* I.-X.—four times a week.

**Greek.**—Xenophon, *Anabasis*, Books I.-IV.—four times a week.

**French or German,** twice a week.

**Singing,** twice a week.

**Physical Training,** twice a week.

**Drawing.**—As in English Course. Optional.

#### Senior.

**English.**—As in English Course—four times a week.

**Latin.**—Sallust, *Catiline*; Cicero, *Orations* VI.; Latin Composition—four times a week.

**Greek.**—Homer, *Iliad*, Books I.-III.; Greek Grammar and Prosody  
Greek Composition.

**French or German,** four times a week.

**Trigonometry, or Higher Algebra, or History (Intensive),** three times a week.

**Singing,** twice a week.

**Physical Training,** twice a week.

**Drawing.**—As in Scientific Course—twice a week. Optional.

#### Scientific Course.

##### GRADE C.

**English.**—As in English Course.

**Algebra.**—To Quadratics.

**Latin.**—Grammar and Lessons; Cæsar begun.

**Botany.**—One term.

**Zoölogy.**—One term.



Singing, twice a week.

Physical Training, twice a week.

Drawing (twice a week)—

Advanced geometric problems.

Geometric problems applied to historical ornament and mechanical drawing.

Lectures in perspective.

Enlargement and coloring of historical ornament.

Test work in free-hand representation.

#### GRADE B.

English.—As in English Course—three times a week.

Algebra.—Beginning with Quadratics, through the Progressions—three times a week.

Geometry.—Three books, with Constructions and Original Demonstrations—twice a week.

History.—Greek and Roman, with their Oriental connections—three times a week.

Physics, three times a week.

German or French.—German—Grammar, Lesebuch, Grimms Märchen, Easy Conversation, Poetic Selections. French—Abbreviate Course of Pronunciation, Introductory French Grammar, French Dictations, Easy Conversation—four times a week.

Latin.—Cæsar, Books I.-V.; Latin Grammar—four times a week.

Singing, twice a week.

Physical Training, twice a week.

Drawing (twice a week):

Girls—

First Quarter—Water color from leaves, flowers, fruit.

Second Quarter—Charcoal drawings of geometric solids; charcoal drawings of still life.

Third Quarter—Charcoal drawings from casts of fruit; flowers and historical ornament.

Fourth Quarter—Water color from flowers.

Boys—

First Quarter—Free-hand and instrumental drawing of machine details.

Second Quarter—Architectural drawings, original plans.

Second Half-year—Continuation of Second Quarter's work, or study of light and shade with pen and ink, charcoal or color.

Test work or free-hand representation throughout year for whole class.

## GRADE A.

English.—Literature as in English Course, twice a week. Rhetoric, twice a week.

Gemetry.—Books IV.-VII.—three times a week.

History.—Roman, one term; French, one term—three times a week.

Latin.—Virgil, *Æneid* I.-VI.; *Eclogues* I.-X.—four times a week.

German or French. German.—Grammar, Advanced Conversations, Wilhelm Tell, Marie Stuart, Herman and Dorothea. French.—Intermediate French Grammar; *Cours de Mythologie-Fleury Théâtre choisi de Molière-Classique*; Advanced Conversation—four times a week.

Physica, twice a week.

Singing, twice a week.

Physical Training, twice a week.

Drawing (twice a week)—

Water color from leaves, flowers and still life; charcoal drawings from cast of heads; isometric and orthographic projection; mechanical drawing for machine details. The department of work optional.

## Senior.

English.—As in English Course—four times a week.

Latin.—Sallust, Catiline; Cicero, *Orations* VI.; Latin Composition—four times a week.

German or French. French.—Grammaire Supérieure de l'Ouadémie, *Cours de Littérature Classique*, *Cours Complete de Conversation avec Proverbes et Tdiomes*, Translation of "*Graziella*"—four times a week.

Chemistry.

Trigonometry or Higher Algebra or History (Intensive)—three times a week.

Singing, twice a week.

Physical Training, twice a week.

Drawing, twice a week. Optional.

## English Course.

## GRADE C.

English.—Myths; *Iliad*, I.-VI.; *Idylls of the King*; Euripides, *Alcestis*; Virgil, *Æneid*, I.-VI.; Ben Hur.

English History and Civil Government.

Algebra.—To Quadratics.

Zoölogy.—One term.

Botany.—One term.

Singing, twice a week.

Physical Training, twice a week.

Drawing.—As in Scientific Course—twice a week.



## GRADE A.

English.—Literature as in English Course, twice a week. Rhetoric, twice a week.

Gemetry.—Books IV.-VII.—three times a week.

History.—Roman, one term; French, one term—three times a week.

Latin.—Virgil, *Æneid* I.-VI.; *Eclogues* I.-X.—four times a week.

German or French. German.—Grammar, Advanced Conversations, Wilhelm Tell, Marie Stuart, Herman and Dorothea. French.—Intermediate French Grammar; *Cours de Mythologie-Fleury Théâtre choisi de Molière-Classique*; Advanced Conversation—four times a week.

Physics, twice a week.

Singing, twice a week.

Physical Training, twice a week.

Drawing (twice a week)—

Water color from leaves, flowers and still life; charcoal drawings from cast of heads; isometric and orthographic projection; mechanical drawing for machine details. The department of work optional.

## Senior.

English.—As in English Course—four times a week.

Latin.—Sallust, Catiline; Cicero, *Orations* VI.; Latin Composition—four times a week.

German or French. French.—Grammaire Supérieure de l'Ouadémie, *Cours de Littérature Classique*, *Cours Complete de Conversation avec Proverbes et Tdiomes*, Translation of "*Graziella*"—four times a week.

Chemistry.

Trigonometry or Higher Algebra or History (Intensive)—three times a week.

Singing, twice a week.

Physical Training, twice a week.

Drawing, twice a week. Optional.

## English Course.

## GRADE C.

English.—Myths; *Iliad*, I.-VI.; *Idylls of the King*; Euripides, *Alcestis*; Virgil, *Æneid*, I.-VI.; Ben Hur.

English History and Civil Government.

Algebra.—To Quadratics.

Zoölogy.—One term.

Botany.—One term.

Singing, twice a week.

Physical Training, twice a week.

Drawing.—As in Scientific Course—twice a week.



## REGULATIONS.

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The spring term in 1896 will begin February 4th. The spring vacation will extend from 12 m., April 10th, to 10:30 A. M., April 20th. The Schools will close for the summer vacation June 18th. The fall term will begin Tuesday, September 8th, at 8:45 A. M. The spring term in 1897 will begin February 2d.

The Schools will be closed on Washington's Birthday, Decoration Day, Thanksgiving Day and the day following. A vacation of about ten days is given at the Christmas holidays.

### Necessaries.

Each lady boarder should have overshoes, an umbrella and a water-proof cloak. Each gentleman boarder should have overshoes, an umbrella and slippers. Every boarder should be provided with a napkin-ring, and two clothes bags distinctly marked with his or her name.

Young ladies should be provided with a gymnasium suit, which they may bring with them, or which may be secured in Trenton at about \$4 cost.

This suit should be made of navy-blue or dark red flannel, and consist of a short divided skirt and a blouse with very loose sleeves and very long waist.

Young gentlemen should be provided with a gymnasium suit consisting of gray flannel shirt, gray trousers and black canvas slippers; also, they should be provided with bath towels.

### Government.

In the "Boys' Hall" is a Preceptor, and in the "Girls' Hall" a Preceptress. The Preceptor and Preceptress attend to the discipline and all the regulations governing the students in the halls, looking after their habits of study, recreation, amusements, absence, library rules, the assignment of rooms, &c.

### Restrictions.

The young ladies are not permitted to go into town except at stated times. All are expected to take exercise at the appointed times. No one is permitted to be absent during study hours without accepted excuse. Pupils are not permitted to visit home or leave Trenton during term time

excepting for urgent reasons, and then on the written application of the parent, signed by the Principal.

Pupils are expected to be governed by the specific rules of the halls, at all times deporting themselves as gentlemen and ladies, avoiding questionable practices, such as the use of tobacco, vulgarity or rudeness of any kind. Frequenting liquor saloons or places of ill-repute will be deemed just cause for suspension. Students will be held responsible and required to pay for any damages to the School property by themselves or their visitors. For hygienic reasons, students will not be permitted to bring or receive from home any eatables excepting fresh fruit.

Previous to holidays and vacations the School closes at 12 m. Students will not be permitted to leave before this hour for shopping or other purposes, as the School must be kept intact until the regular time of closing, and the afternoon affords time to reach any part of the State.

Persons not wishing to comply with the above conditions are earnestly requested not to make application for admission to the School.

#### Arrivals.

Students will not be received at the boarding halls until the day before the opening of the Schools, namely, Monday, September 7th. Students intending to board at the halls should come on the 7th, that they may get their rooms arranged and be ready for work the following morning. On arriving at the station, the student should give his check for baggage to the local expressman, who will deliver all baggage at moderate terms, and then proceed directly to the boarding halls, which are located on Clinton avenue but a short distance from either of the main stations. From the Clinton street station of the Pennsylvania railroad the halls are distant but three blocks. From the Reading station on Warren street, the electric cars run to the corner of State and Clinton streets, about two blocks from the Schools.

#### Guests.

When there is room, guests of the students will be entertained at the halls at a cost of \$1 per day.

#### Religious Services.

The student or his parents are expected to name his denomination and the student to attend the morning service and Sunday-school of the church or churches of that denomination designated by the School. Attendance upon the evening service is optional.

#### Appointments.

Persons living at a distance, and desiring to meet the Principal on business, should make an appointment before coming to the School, as his duties sometimes compel his absence from the Schools.

### Boarding Halls.

The boarding halls are handsomely fitted up. They are strictly cared for in all sanitary matters, and are provided with baths. The sleeping-rooms are furnished with Brussels carpets, hard-wood bed-room sets, are lighted by gas, heated by steam, and their walls nicely papered. All bedding and towels, excepting bath towels, are furnished. Persons desiring rooms should make application as soon as they decide to come, that a room may be reserved for them. The older students are given the choice of rooms. Neither the rooms selected before the close of school by the old students nor those reserved for new students will be held longer than the third day after the opening, unless by special arrangement.

### Registration.

As soon as a person decides to enter the School she should send for registration her full name, age, address, the department (Normal or Model) she desires to enter, and whether or not she wishes board at the boarding hall, also a reference as to her character.

The number of rooms at the hall is limited, and they will be reserved for students in the order of their application.

Students are not permitted to board elsewhere than at the hall, excepting by permission of the Principal. This permission is limited to boarding with near relatives or friends under very special circumstances.

### Statement of Physical Condition.

In order to assist the officers of the School in their endeavor not only to guard against the occurrence of illness among the pupils, but also to make vigorous men and women of them, parents are requested to provide the students with answers, as fully as possible, to the following questions:

Age?

Birthplace?

Nationality?

If father is dead, what was the cause of death?

If mother is dead, what was the cause of death?

Which does he (or she) most resemble, father's or mother's family?

Is his (or her) general health good?

Has he (or she) always had good health?

What hereditary diseases are there in the family?

What children's diseases has the pupil had?

Has he (or she), within two weeks, been exposed to any contagious disease, and if so, what?

Has he (or she) been vaccinated, and if so, when?

Are the eyes in good condition?



Check (+) such of the following diseases as he (or she) is subject to :

Boils, jaundice, dizziness, sleeplessness, rheumatism, dyspepsia, bilious attacks, habitual headache, skin eruptions, cold in head or throat.

Have you any information to give as to his (or her) general health, or as to any particular tendencies to be guarded against?

#### Washing.

The washing is included in the price for board.

Each student is limited to twelve pieces per week, exclusive of handkerchiefs. A moderate charge is made for any further washing.

All clothing must be distinctly marked with the owner's name. Payson's indelible ink should be used in marking, as it is about the only kind that will not wash out.

#### Board.

A good, substantial, wholesome living is provided. While the food is plain, it is of the best in quality. The halls have their own bakery, and the cooking and baking are of the best.

The following bill of fare will give a good general idea of the living. The housekeeper exercises her taste in adding as much variety as the largeness of the numbers will permit:

#### Bill of Fare.

##### BREAKFAST.

White bread, and either oatmeal, hominy or corn bread ;  
sometimes Graham bread.

Potatoes, meat, eggs or fish.

Coffee or milk.

The sick are furnished with toast, or any reasonable specialty.

##### DINNER.

Meat, either roast or fried.

Three vegetables.

Dessert always. Usually ice cream on Sundays.

##### SUPPER.

Bread or rolls.

Tea.

A fruit of the season.

Cold meat.

Cheese.

Cake.

Milk.

**Rates.****BOARDERS.**

All payments must be made quarterly in advance.

There are in each school-year two terms of two quarters each, making four quarters of about ten weeks in length.

Model pupils and Normal pupils not intending to teach, pay \$50 a quarter; namely, \$37.50 for board and \$12.50 for tuition and books.

Normal pupils, intending to teach, pay as follows, per quarter:

Ladies, \$37.50 for board, and \$1 for use of books.

Gentlemen, \$39.00 for board, and \$1 for use of books.

These charges cover all expenses, including washing.

Pupils who enter within three weeks of the beginning of the quarter are chargeable for the whole quarter.

Pupils who are absent by permission, on account of sickness or for other unavoidable cause, for three weeks or more at one time, are entitled to a drawback of \$2.50 a week for board, and two-thirds of the tuition charges, for the period of said absence.

In cases of expulsion from School there will be no drawback.

**Day Pupils.**

Normal day pupils, not intending to teach, pay \$12.50 per quarter.

Those intending to teach pay \$1 per quarter for the use of books.

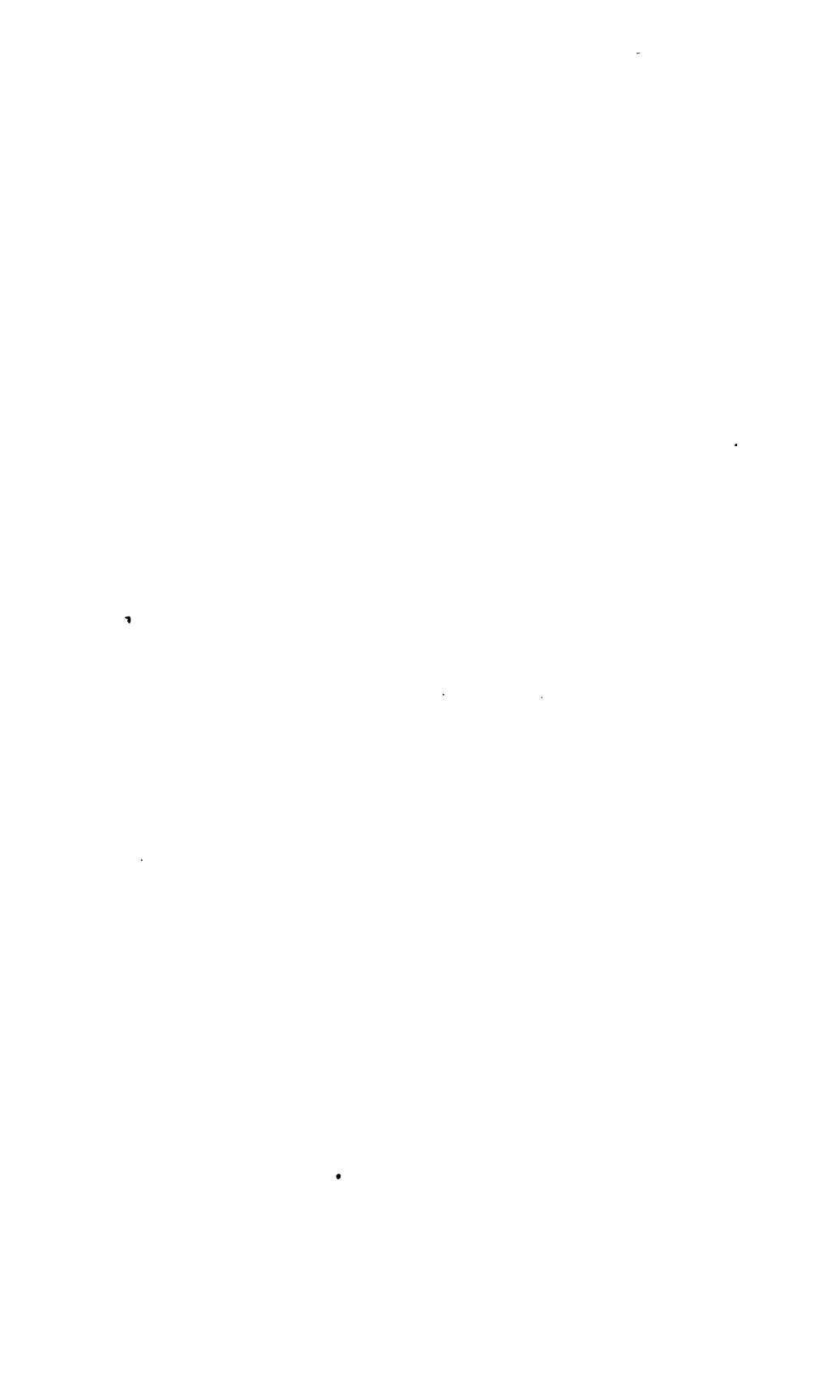
The charges for day pupils in the Model School, for tuition and use of books, are as follows, per quarter:

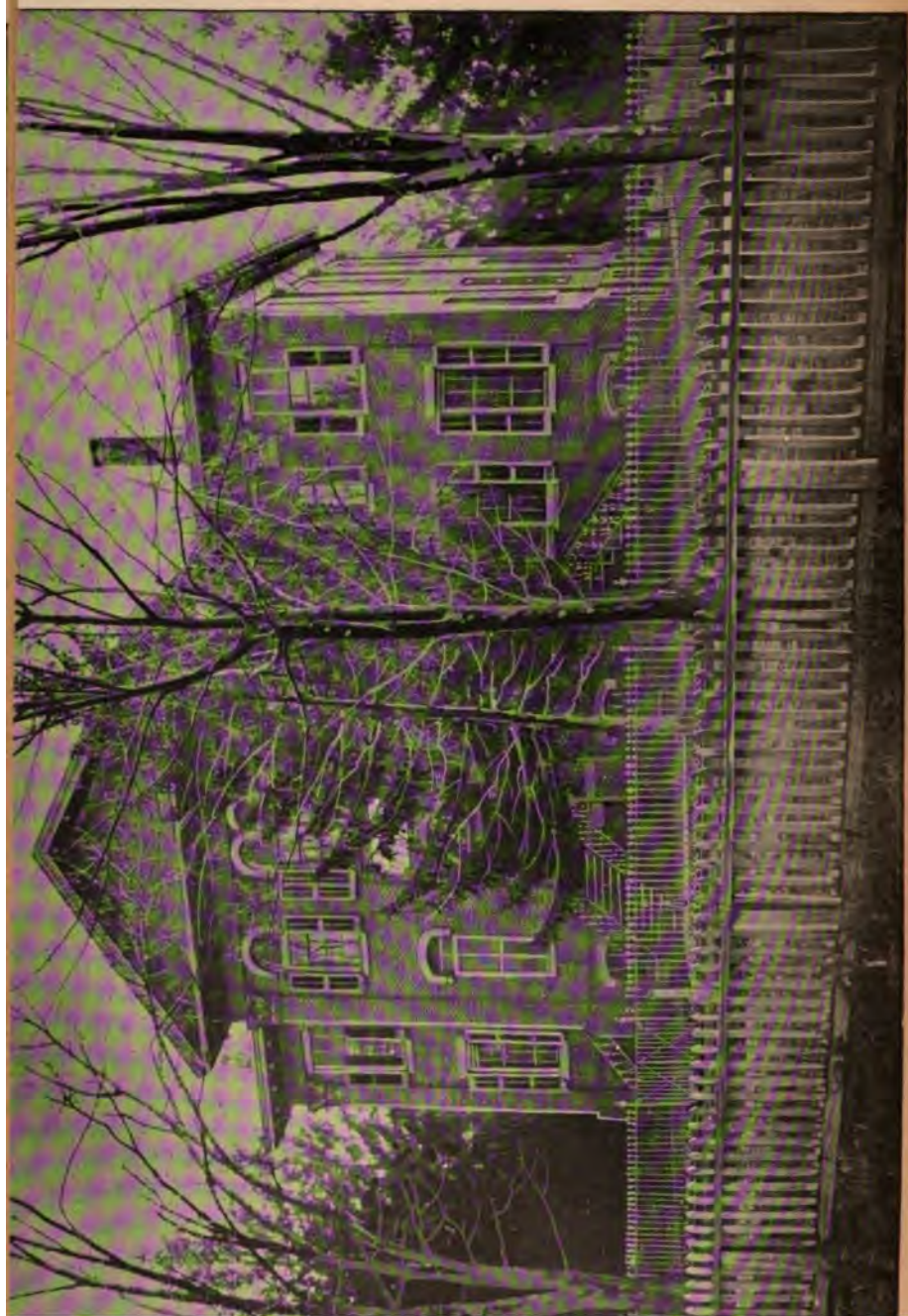
Primary, first year.....	\$6 50
Primary, second year.....	7 00
Primary, third year.....	8 00
Primary, fourth year.....	9 00
Grammar School, D.....	10 50
Grammar School, C.....	11 50
Grammar School, B.....	12 50
Grammar School, A.....	13 50
High School.....	14 50

**Instrumental Music.**

The charge, both to boarders and to day pupils, is \$16, \$17 and \$18 (according to the class of piano) a quarter of eighteen lessons.







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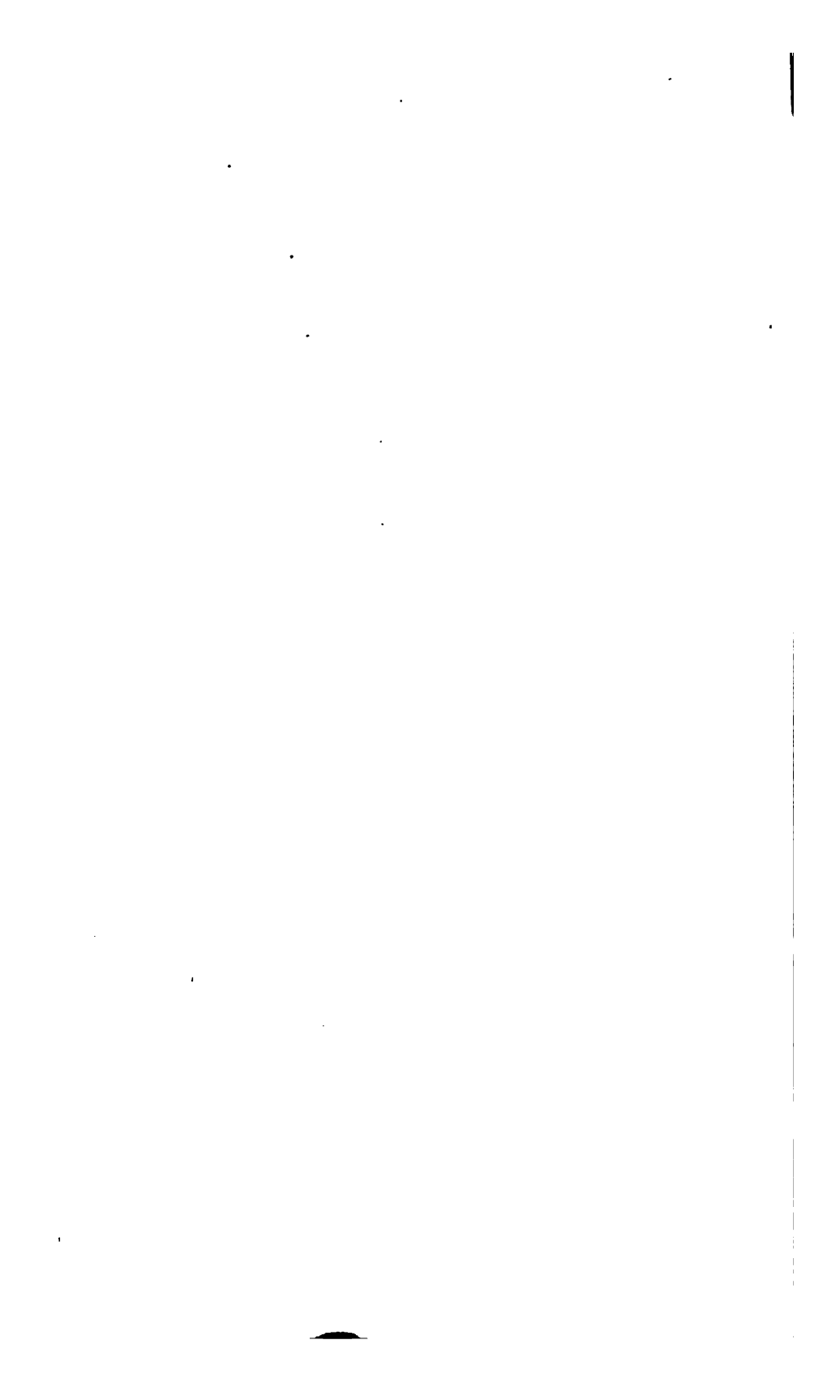
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ANNUAL REPORT  
OF THE  
FARNUM PREPARATORY SCHOOL  
BEVERLY N. J.  
AN ADJUNCT OF THE  
NEW JERSEY STATE NORMAL SCHOOL  
TRENTON, N. J.  
1895.

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(189)



## BOARD OF TRUSTEES.

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JAMES OWEN, <i>Chairman</i> .....	Montclair.
WILLIAM R. BARRICKLO.....	Jersey City.
BENJAMIN H. CAMPBELL.....	Elizabeth.
STEPHEN PIERSON.....	Morristown.
FRANCIS SCOTT.....	Paterson.
BOND V. THOMAS.....	Millville.
SILAS R. MORSE.....	Atlantic City.
J. BINGHAM WOODWARD, <i>Treasurer</i> .....	Bordentown.
JAMES M. GREEN, <i>Secretary</i> .....	Trenton.





## OFFICERS AND INSTRUCTORS.

---

**JAMES M. GREEN, PH.D.,** Principal,  
Trenton.

---

**JAMES B. DILKS, A.M.,** Resident Principal,  
Beverly,  
Instructor in Mathematics and Natural Science.

---

**CAROLINE B. BARLOW,**  
Instructor in Literature, History and Latin.

---

**MARY KEANE,**  
Instructor in Elocution, Grammar and Physical Culture.

---

**MARY W. HUTCHINSON,**  
Instructor of Primary Classes.

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**SUSIE M. CLARK,**  
Instructor in Drawing and Geography.



## TREASURER'S REPORT.

*Showing Receipts and Disbursements of the Farnum Preparatory School for the Year ending August 31st, 1895.*

### RECEIPTS.

Balance from old account.....	\$1,506 05.
From State appropriation.....	1,200 00.
Interest on endowment fund.....	964 00.
Tuition.....	3,084 20.
Total.....	<u>\$6,704 25.</u>

### DISBURSEMENTS.

Salaries.. .....	\$4,325 00.
Books and Stationery.....	480 85
Advertising and Printing.....	12 00
Water.....	15 00
Buildings and Furniture.....	188 01
Fuel.....	180 50
Incidentals .....	181 48.
Apparatus.. .....	188 26.
Balance .....	1,288 20.
Total.....	<u>\$6,704 25.</u>

Respectfully submitted,

J. BINGHAM WOODWARD,

Treasurer.

Audited and approved.

WILLIAM R. BARRICKLO,

Chairman Committee on Finance and Auditing.



## FARNUM PREPARATORY SCHOOL.

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The Farnum Preparatory School still stands as a monument to the beneficence of its founder, Paul Farnum, who established it at the time of the establishment of the State Normal and Model Schools, "to give to the citizens of Beverly and vicinity the best advantages for the education of their children, and to act in conjunction with the State Normal School in the work of preparing teachers for the public schools of the State."

During the past year the enrollment fell fourteen below that of last year. This decrease is probably accounted for on the ground of the depression in finance which affected the pay-schools so generally, as there was no local discordant condition.

The Treasurer's report shows that the receipts from tuition fees were larger than those of '94. This is owing to the fact that the rate of tuition was slightly raised.

The educational progress of the school during the year has been marked. Singing and drawing were additions to the course, and have affected the character of the school beneficially. A public day was appointed during the spring term when the work of the school was placed on exhibition. This work not only showed improvement over that of the previous year, but showed that the ideals of the school were in keeping with those of our most progressive institutions.

Twenty-three of the pupils are preparing for the Normal School. A class of eighteen was graduated in June—two males and sixteen females. Eight of these have entered the Normal School, two have gone to Mount Holyoke College and the remainder are at their respective homes or have entered business pursuits.

The building has been thoroughly renovated and several permanent improvements made.

The commencement occasion was one of increased interest. The hall was filled to its utmost capacity with the friends of the graduating class. Following is the programme :

# COMMENCEMENT EXERCISES

## OF THE

### FARNUM PREPARATORY SCHOOL

Thursday Evening, June 13th, 1895, at 8 o'clock.

#### PROGRAMME.

Selection—Instrumental.....GRACE M. WILSON

#### PRAYER.

Chorus—"We're Sailing".....

Essay—"The Dictionary as a Story-book".. .....MARGARET ROGER

Recitation—"The Battle of the Lake Regillus".. .....Macaulay

PAUL H. DENNISTON.

Instrumental Duet—"The Witches' Flight".....H. M. Russell

MAGGIE O. SIMON and FLORENCE BIRKHEAD.

Essay—"The Modern Girl as Portrayed by Mother Goose".....

MARTHA A. MOHR

Chorus—"Fairy Voices".....

Essay—"There Is No New Thing under the Sun".....MABEL N. BETTICHER

Recitation—"Platonic".....CLARA M. WESTNEY

Chorus—"The Mighty Storm King".....

Essay—"Then and Now".....CORA M. LOGAN

Essay—"A Social God".....H. ELFLEDA MANN

Instrumental Solo—"Nocturne in B flat".....J. Field

CLARA M. WESTNEY.

#### CONFERRING DIPLOMAS.

Chorus—"Closing Song".. .....

## GRADUATES.

<i>Name.</i>	<i>Residence.</i>
ETTICHER, MABEL N.....	Beverly.
ERKHEAD, FLORENCE.....	Beverly.
ERTY, FLORA.....	Florence.
ERTY, MARION.....	Florence.
HAMBERS, ESTHER T.....	Beverly.
ROSSETTE, LILLIE.....	Beverly.
ENNISTON, PAUL H.....	Beverly.
EWSON, MAMIE.....	Beverly.
ERDAN, ELLA P.....	Beverly.
EMBLE, MAMIE G.....	Jacksonville.
EGAN, CORA M.....	Beverly.
ANN, H. ELPLEDA.....	Beverly.
JOHN, MARTHA A.....	Beverly.
EGERS, MARGARET.....	Beverly.
ESS, L. EDDOWES.....	Beverly.
ION, MAGGIE.....	Beverly.
ERADLING, JAMES G.....	Edgewater Park.
ESTNEY, CLARA M.....	Palmyra.





# REGISTRY.

The following is the enrollment of the students of the Farnum School, with their classification at the close of the year:

## HIGH SCHOOL DEPARTMENT.

<i>Name.</i>	<i>SENIOR.</i>	<i>Residence.</i>
Betticher, Mabel N.....		Beverly.
Birkhead, Florence.....		Beverly.
Carty, Flora.....		Florence.
Carty, Marion.....		Florence.
Chambers, Esther T.....		Beverly.
Crossette, Lillie.....		Beverly.
Denniston, Paul H.....		Beverly.
Dewson, Mamie.....		Beverly.
Jordan, Ella P.....		Beverly.
Kimble, Mamie G.....		Jacksonville.
Logan, Cora M.....		Beverly.
Mann, H. Elfreda.....		Beverly.
Mohn, Martha A.....		Beverly.
Rogers, Margaret.....		Beverly.
Russ, L. Eddowes.....		Beverly.
Shedaker, Harry P.....		Edgewater Park.
Simon, Maggie.....		Beverly.
Stradling, James G.....		Edgewater Park.
Westney, Clara M.....		Palmyra.

## A CLASS.

Evaul, Ada B.....	Palmyra.
Forrester, William P.....	Palmyra.
Harris, Deborah.....	Edgewater Park.
Hibbs, Laura G.....	Riverton.
Knodle, E. Roberta.....	Beverly.
Morgan, Mary.....	Palmyra.
Parker, Bessie.....	Beverly.
Shedaker, Ella M.....	Beverly.
Shedaker, William N.....	Edgewater Park.
Squire, Florence.....	Palmyra.
Young, Jennie S.....	Camden.

## B CLASS.

<i>Name.</i>	<i>Residence.</i>
Atkinson, Belle M.....	Edgewater Park.
Dougherty, Mamie A.....	Florence.
Gibson, Maggie T.....	Burlington.
Gray, Jean G.....	Beverly.
Levin, Siegmund H.....	Beverly.
Nickelson, L. Ella.....	Beverly.
Price, Mabel F.....	Beideman.
Read, Carrie B.....	Beverly.
Rockhill, Emily E.....	Beverly.
Severns, Alick.....	Burlington.
Street, J. Fletcher.....	Beverly.
Taubel, William F.....	Riverside.
Tullis, Nellie E.....	Columbus.
Walnut, Mame P.....	Riverton.
Wilson, Grace M.....	Beverly.

## GRAMMAR SCHOOL DEPARTMENT.

## A CLASS.

Betticher, Charles E.....	Beverly.
Coffee, Eugene M.....	Beverly.
Conard, Mabel D.....	Beverly.
Conover, Richard A.....	Beverly.
Elliott, Vernie M.....	Bridgeboro.
Finley, Nellie.....	Beverly.
Fish, Bertha.....	Beverly.
Harris, Nellie.....	Edgewater Park.
Horner, Emma.....	Camden.
Hunter, Harry H.....	Delanco.
Lambert, Charlotte E.....	Riverside.
Massey, Bessie A.....	Burlington.
Platt, Frank B.....	Burlington.
Reed, Ned.....	Beverly.
Robbins, Lily M.....	Florence.
Rogers, Charles C.....	Beverly.
Rue, S. Potter.....	Beverly.
Russ, Bertha M.....	Beverly.
Simon, Ella P.....	Beverly.
Souder, Edna B.....	Beverly.
Taylor, Malcolm S.....	Beverly.
Vanaciver, Rena J.....	Beverly.
Young, J. Taylor.....	Riverton.

## B CLASS.

<i>Name.</i>	<i>Residence.</i>
Betticher, Julius C.....	Beverly.
Blyler, Earl R.....	Beverly.
Blyler, Walter T.....	Beverly.
Bramall, Sallie C. ....	Riverside.
Bryan, Agnes R.....	Beverly.
Bryan, Martha P.....	Beverly.
Carty, Linda.....	Florence.
Chambers, Kittie M.....	Beverly.
Elliott, Amy R....	Delanco.
English, C. Clement.....	Beverly.
Graff, Filson.....	Riverton.
Gray, Sadie F.....	Beverly.
Lane, Albert M.....	Beverly.
Massey, Abbie B.....	Burlington.
Pashley, Alice.....	Beverly.
Poulterer, Willie C.....	Riverton.
Purcell, Paul.....	Beverly.
Shedaker, Irene.....	Beverly.

## C CLASS.

Atkinson, Robert J.....	Edgewater Park.
Brown, Hugh.....	Beverly.
Cortright, Mamie.....	Beverly.
Craythorn, Howard.....	Beverly.
Denniston, Mabel.....	Beverly.
Fish, Lidie F.....	Beverly.
Hardman, C. Warrington.....	Riverton.
Hillary, Marie W.....	Delanco.
Hippenstiel, Marie.....	Delanco.
Jones, Gertie M.....	Delanco.
Levin, Morris B. H.....	Beverly.
Ourt, Anna L....	Riverton.
Perkins, Florence M.....	Beverly.
Perkins, Myrtle.....	Beverly.
Rue, Fannie E.....	Beverly.
Shubert, Charles K.....	Beverly.
Taylor, F. Blair.....	Beverly.
Walnut, Bessie T.....	Riverton.

## D CLASS.

Baird, Adelaide R.....	Beverly.
Bramall, Leon H.....	Bridgeboro.
Conard, Willie K.....	Beverly.

<i>Name.</i>	<i>Residence.</i>
Eldridge, Pearl B.....	Beverly.
Gray, Alan P.....	Beverly.
Hansell, Joseph F.....	Delanco.
Hood, Milton C.....	Beverly.
McCleary, Mathew.....	Riverside.
Merritt, Frederic ..	Beverly.
Platt, Albertus R.....	Burlington.
Quigley, J. Fletcher.....	Beverly.
Reed, Bertha S.....	Beverly.
Schneider, Harry.....	Delanco.

## PRIMARY DEPARTMENT.

## A CLASS.

Baird, Alan J.....	Beverly.
Bryan, Isabel A.....	Beverly.
Gallagher, E. Norris.....	Beverly.
Hillary, William H.....	Delanco.
Neely, Walter C.....	Beverly.
Perkins, Oliver T.....	Beverly.

## B CLASS.

Barker, Mary.....	Beverly.
Cortright, Edwin.....	Beverly.
McElroy, Sarah.....	Beverly.
Perkins, Julia S.....	Beverly.
Rue, Mollie A.....	Beverly.

## C CLASS.

Adolph, Alfred.....	Edgewater Park.
Atkinson, Albert A.....	Edgewater Park.
Fish, Julia.....	Beverly.
Higgins, Eleanor.....	Beverly.
McElroy, Cora.....	Beverly.
McElroy, Rebecca.....	Beverly.
Reed, Chandler.....	Beverly.
Shirk, Georgianna.....	Beverly.

## SUMMARY.

	Males.	Females.	Total.
Graduates.....	2	16	18
Total enrollment during first quarter.....	52	80	132
“ “ “ second quarter.....	50	79	129
“ “ “ third quarter.....	48	76	124
“ “ “ fourth quarter.....	42	72	114
“ “ for the year.....	53	83	136

## HIGH SCHOOL DEPARTMENT.

Enrollment in Senior Class.....	3	16	19
“ “ A Class.....	2	9	11
“ “ B Class.....	4	11	15

## GRAMMAR SCHOOL DEPARTMENT.

Enrollment in A Class.....	10	18	28
“ “ B Class.....	8	10	18
“ “ C Class.....	7	11	18
“ “ D Class.....	10	8	18

## PRIMARY.

Enrollment in A Class.....	5	1	6
“ “ B Class.....	1	4	5
“ “ C Class.....	3	5	8
Total enrollment.....	58	83	136

The following pupils were admitted free of tuition charges, upon the condition of their signing contract to enter the State Normal School after completing the course in the Farnum School :

## SENIOR.

<i>Name.</i>	<i>Residence.</i>
Carty, Flora.....	Florence.
Carty, Marion.....	Florence.
Crossette, Lily.....	Beverly.
Dewson, Mamie.....	Beverly.
Kimble, Mamie.....	Jacksonville.
Russ, L. Eddowes. ....	Beverly.

## A CLASS.

Evaul, Ada B.....	Palmyra.
Harris, Debbie A.....	Edgewater Park.
Morgan, Mary.....	Palmyra.
Squire, Florence.....	Palmyra.

COMMENCEMENT EXERCISES

OF THE

FARNUM PREPARATORY SCHOOL

Thursday Evening, June 13th, 1895, at 8 o'clock.

PROGRAMME.

Selection—Instrumental.....GRACE M. WILSON.

PRAYER.

Chorus—"We're Sailing".....

Essay—"The Dictionary as a Story-book".....MARGARET ROGERS.

Recitation—"The Battle of the Lake Regillus".....*Macaulay.*

PAUL H. DENNISTON.

Instrumental Duet—"The Witches' Flight".....*H. M. Russell.*

MAGGIE O. SIMON and FLORENCE BIRKHEAD.

Essay—"The Modern Girl as Portrayed by Mother Goose".....

MARTHA A. MOHN.

Chorus—"Fairy Voices".....

Essay—"There Is No New Thing under the Sun".....MABEL N. BETTICHER.

Recitation—"Platonic".....CLARA M. WESTNEY.

Chorus—"The Mighty Storm King".....

Essay—"Then and Now".....CORA M. LOGAN.

Essay—"A Social God".....H. ELFLEDA MANN.

Instrumental Solo—"Nocturne in B flat".....*J. Field.*

CLARA M. WESTNEY.

CONFERRING DIPLOMAS.

Chorus—"Closing Song".....

## GRADUATES.

<i>Name.</i>	<i>Residence.</i>
BETTICHER, MABEL N.....	Beverly.
BIRKHEAD, FLORENCE.....	Beverly.
CARTY, FLORA.....	Florence.
CARTY, MARION. ....	Florence.
CHAMBERS, ESTHER T.....	Beverly.
CROSSETTE, LILLIE.....	Beverly.
DENNISTON, PAUL H.....	Beverly.
DEWSON, MAMIE.....	Beverly.
JORDAN, ELLA P.....	Beverly.
KIMBLE, MAMIE G.....	Jacksonville.
LOGAN, CORA M.....	Beverly.
MANN, H. ELFLEDA.....	Beverly.
MOHN, MARTHA A.....	Beverly.
ROGERS, MARGARET.....	Beverly.
RUSS, L. EDDOWES.....	Beverly.
SIMON, MAGGIE.....	Beverly.
STRADLING, JAMES G.....	Edgewater Park.
WESTNEY, CLARA M.....	Palmyra.



## B CLASS.

<i>Name.</i>	<i>Residence.</i>
Atkinson, Belle M.....	Edgewater Park.
Dougherty, Mamie A.....	Florence.
Gibson, Maggie T.....	Burlington.
Gray, Jean G.....	Beverly.
Levin, Siegmund H.....	Beverly.
Nickelson, L. Ella.....	Beverly.
Price, Mabel F.....	Beideman.
Read, Carrie B.....	Beverly.
Rockhill, Emily E.....	Beverly.
Severns, Alick.....	Burlington.
Street, J. Fletcher .....	Beverly.
Taubel, William F.....	Riverside.
Tullis, Nellie E.....	Columbus.
Walnut, Mame P.....	Riverton.
Wilson, Grace M.....	Beverly.

## GRAMMAR SCHOOL DEPARTMENT.

## A CLASS.

Betticher, Charles E.....	Beverly.
Coffee, Eugene M.....	Beverly.
Conard, Mabel D.....	Beverly.
Conover, Richard A.....	Beverly.
Elliott, Vernie M.....	Bridgeboro.
Finley, Nellie .....	Beverly.
Fish, Bertha.....	Beverly.
Harris, Nellie.....	Edgewater Park.
Horner, Emma.....	Camden.
Hunter, Harry H.....	Delanco.
Lambert, Charlotte E.....	Riverside.
Massey, Bessie A.....	Burlington.
Platt, Frank B.....	Burlington.
Reed, Ned.....	Beverly.
Robbins, Lily M.....	Florence.
Rogers, Charles C.....	Beverly.
Rue, S. Potter.....	Beverly.
Russ, Bertha M .....	Beverly.
Simon, Ella P.....	Beverly.
Souder, Edna B.....	Beverly.
Taylor, Malcolm S.....	Beverly.
Vanaciver, Rena J.....	Beverly.
Young, J. Taylor.....	Riverton.

## B CLASS.

<i>Name.</i>	<i>Residence.</i>
Betticher, Julius C.....	Beverly.
Blyler, Earl R.....	Beverly.
Blyler, Walter T.....	Beverly.
Bramall, Sallie C. ....	Riverside.
Bryan, Agnes R.....	Beverly.
Bryan, Martha P.....	Beverly.
Carty, Linda.....	Florence.
Chambers, Kittie M.....	Beverly.
Elliott, Amy R....	Delanco.
English, C. Clement.....	Beverly.
Graff, Filson..	Riverton.
Gray, Sadie F.....	Beverly.
Lane, Albert M.....	Beverly.
Massey, Abbie B.....	Burlington.
Pashley, Alice.....	Beverly.
Poulterer, Willie C.....	Riverton.
Purcell, Paul..	Beverly.
Shedaker, Irene. ....	Beverly.

## C CLASS.

Atkinson, Robert J.....	Edgewater Park.
Brown, Hugh.....	Beverly.
Cortright, Mamie.....	Beverly.
Craythorn, Howard.....	Beverly.
Denniston, Mabel.....	Beverly.
Fish, Lidie F.....	Beverly.
Hardman, C. Warrington.....	Riverton.
Hillary, Marie W.....	Delanco.
Hippenstiel, Marie.....	Delanco.
Jones, Gertie M.....	Delanco.
Levin, Morris B. H.....	Beverly.
Ourt, Anna L....	Riverton.
Perkins, Florence M.....	Beverly.
Perkins, Myrtle.....	Beverly.
Rue, Fannie E.....	Beverly.
Shubert, Charles K.....	Beverly.
Taylor, F. Blair.....	Beverly.
Walnut, Bessie T.....	Riverton.

## D CLASS.

Baird, Adelaide R .....	Beverly.
Bramall, Leon H.....	Bridgeboro.
Conard, Willie K.....	Beverly.

<i>Name.</i>	<i>Residence.</i>
Eldridge, Pearl B.....	Beverly.
Gray, Alan P.....	Beverly.
Hansell, Joseph F.....	Delanco.
Hood, Milton C.....	Beverly.
McCleary, Mathew.....	Riverside.
Merritt, Frederic..	Beverly.
Platt, Albertus R.....	Burlington.
Quigley, J. Fletcher.....	Beverly.
Reed, Bertha S.....	Beverly.
Schneider, Harry.....	Delanco.

## PRIMARY DEPARTMENT.

## A CLASS.

Baird, Alan J.....	Beverly.
Bryan, Isabel A.....	Beverly.
Gallagher, E. Norris.....	Beverly.
Hillary, William H.....	Delanco.
Neely, Walter C.....	Beverly.
Perkins, Oliver T.....	Beverly.

## B CLASS.

Barker, Mary.....	Beverly.
Cortright, Edwin.....	Beverly.
McElroy, Sarah.....	Beverly.
Perkins, Julia S.....	Beverly.
Rue, Mollie A.....	Beverly.

## C CLASS.

Adolph, Alfred.....	Edgewater Park.
Atkinson, Albert A.....	Edgewater Park.
Fish, Julia..	Beverly.
Higgins, Eleanor.....	Beverly.
McElroy, Cora...	Beverly.
McElroy, Rebecca .....	Beverly.
Reed, Chandler.....	Beverly.
Shirk, Georgianna .....	Beverly.

## FARNUM RATES OF TUITION..

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### Primary Department.

Class C, per quarter.....	\$4 00
Class B, per quarter.....	4 00
Class A, per quarter.....	4 00

### Grammar School Department.

Class D, per quarter.....	\$6 00
Class C, per quarter.....	7 00
Class B, per quarter.....	8 00
Class A, per quarter.....	9 00

### High School Department.

Class B, per quarter.....	\$10 00
Class A, per quarter.....	11 00
Senior, per quarter.....	12 00

77

78

79

## CALENDAR FOR 1895-96.

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First Quarter, September 9th to November 15th.

Second Quarter, November 18th to January 7th.

Third Quarter, February 10th to April 10th.

Fourth Quarter, April 18th to June 11th. •

### Vacations.

Christmas Holidays, December 21st, 1895, to January 6th, 1896.

Summer Vacation, June 12th to September 6th, 1896.

### Holidays.

Thanksgiving Day and the day following, Washington's Birthday, Good Friday and Easter Monday, and Decoration Day.

### Commencement.

June 11th, 1896.

### Organization.

There are three departments, viz , the Primary, extending over four years; the Grammar School, extending over four years, and the High School, extending over three years.

Pupils intending to teach are admitted into the High School Department free of tuition charges, upon passing a satisfactory examination and signing the following contract, viz.: *The undersigned, having been admitted as pupils in the High School Department of the Farnum Preparatory School, hereby declare it is their intention to qualify themselves for the profession of Teaching; and they hereby engage, on leaving this School, to enter the New Jersey State Normal School to complete the necessary training for that profession, or in default thereof, they agree to pay the tuition charges for the time they have been members of the Preparatory Class.*

Any such pupils failing to be promoted two years in succession will not be allowed to re-enter the class.

These pupils are given daily lessons in teaching, and are required to assist the instructors in the work of the School.

Pupils desiring to pursue a select course of study, and who may not have time to pass through the course as marked out by the Faculty, may, under certain restrictions, choose from the studies of the other classes those they may wish. These will be charged for tuition at the rate of the class with whom, for the greater part, they recite.

### Promotion.

A standing of seventy per cent. is required for promotion from each subject. Examinations are held in September of each year for those pupils who fail to pass the examinations at the end of the preceding year.

Those pupils who pass a satisfactory examination after completing the work of the High School Department, are received into the second year of the Normal School, at Trenton, upon the recommendation of the Faculty of the Farnum School.

All pupils who complete the course of study prescribed by the Faculty will receive a Diploma of Graduation.

### Tuition.

*The tuition is payable quarterly in advance.* Pupils will not be allowed to continue a second term if the tuition of the previous term remains unpaid. By order of the Board this rule will be strictly enforced.

Charges are made from the week of entering the School. In case of expulsion from School or absence without permission of the Resident Principal, there will be no drawback.

*No deduction in charge will be made for absence, except in case of illness, and then for a period of not less than three weeks.* Pupils leaving School before the end of the term must pay for the whole term, unless a special arrangement is previously made.

### Books.

Books are supplied free of charge if kept in good condition, allowing for ordinary wear and tear.

When any pupil shall lose, deface or injure a book, he will be required to pay for it within a week afterwards or all his books will be recalled.

Pupils in the Preparatory Department, intending to teach, are charged one dollar per term for the use of books.

### Reports.

*Quarterly Reports* of each pupil's standing in recitation, conduct and attendance are sent home. Parents are requested not to pass these reports over without a critical examination, as they are valuable in proportion as they are noticed.

### Public Entertainments.

In June of each year commencement exercises are held in the school building. These exercises consist of essays, recitations, &c., in which only the members of Senior A Class take part. At other times during the year entertainments are given in which members of other classes take part.

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### Time of Opening.

The doors open in the morning for the admission of pupils at 8:30 o'clock. The daily sessions begin at 9 A. M. and close at 2:45 P. M.

### Damages.

Students will be held liable for and obliged to pay all damages occasioned by them to any of the buildings and furniture beyond that of ordinary wear.





## FARNUM RATES OF TUITION..

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### Primary Department.

Class C, per quarter.....	\$4 00
Class B, per quarter.....	4 00
Class A, per quarter.....	4 00

### Grammar School Department.

Class D, per quarter.....	\$6 00
Class C, per quarter.....	7 00
Class B, per quarter.....	8 00
Class A, per quarter.....	9 00

### High School Department.

Class B, per quarter.....	\$10 00
Class A, per quarter.....	11 00
Senior, per quarter.....	12 00



## CALENDAR FOR 1895-96.

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**First Quarter, September 9th to November 15th.**

**Second Quarter, November 18th to January 7th.**

**Third Quarter, February 10th to April 10th.**

**Fourth Quarter, April 18th to June 11th.** •

### **Vacations.**

**Christmas Holidays, December 21st, 1895, to January 6th, 1896.**

**Summer Vacation, June 12th to September 6th, 1896.**

### **Holidays.**

**Thanksgiving Day and the day following, Washington's Birthday, Good Friday and Easter Monday, and Decoration Day.**

### **Commencement.**

**June 11th, 1896.**



## CALENDAR FOR 1895-96.

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### **Commencement.**

**June 11th, 1896.**



State Board of Education of New Jersey.

Forty-second Annual Report

OF THE

New Jersey State Normal School.

AND

ACCOMPANYING DOCUMENTS

*For the Year Ending June 30th,*

1896.

TRENTON, N. J.:  
MACCRELLISH & QUIGLEY, STATE PRINTERS.

1896.





# **MEMBERS**

OF THE

## **State Board of Education of New Jersey.**

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### *First District.*

BOND V. THOMAS, Millville ; GEORGE A. FREY, Camden.

### *Second District.*

J. BINGHAM WOODWARD, Bordentown ; SILAS R. MORSE, Atlantic City.

### *Third District.*

S. ST. JOHN MCCUTCHEN, Plainfield ; T. FRANK APPLEBY, Asbury Park.

### *Fourth District.*

STEPHEN C. LARISON, Hackettstown ; STEPHEN PIERSON, Morristown.

### *Fifth District.*

FRANCIS SCOTT, Paterson ; JOSEPH P. COOPER, Rutherford.

### *Sixth District.*

JAMES M. SEYMOUR, Newark ; JAMES L. HAYS, Newark.

### *Seventh District.*

OTTO CROUSE, Jersey City ; EVAN STEADMAN, Hoboken.

### *Eighth District.*

BENJAMIN H. CAMPBELL, Elizabeth ; JAMES OWEN, Montclair.



## OFFICERS OF THE BOARD.

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President,  
JAMES L. HAYS.

Vice-President,  
BOND V. THOMAS.

Secretary (ex-officio) and State Superintendent,  
CHARLES J. BAXTER.

Treasurer of Normal School,  
J. BINGHAM WOODWARD.

Treasurer of School for Deaf-Mutes,  
WILLIAM S. HANCOCK.

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## COMMITTEES.

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### FINANCE AND AUDITING.

George A. Frey,	James M. Seymour,	Bond V. Thomas,
Evan Steadman,		Silas R. Morse.

### BUILDINGS AND GROUNDS.

J. Bingham Woodward,	James M. Seymour,	S. St. John McCutchen,
George A. Frey,	Joseph P. Cooper,	James Owen,
	T. Frank Appleby.	

### EDUCATION.

James Owen,	Stephen Pierson,	Otto Crouse,
Benjamin H. Campbell,	Bond V. Thomas,	Francis Scott,
	Silas R. Morse.	

### CENSUS.

Joseph P. Cooper,	Stephen Pierson,	Stephen C. Larison,
T. Frank Appleby,	Benjamin H. Campbell.	

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# Report of State Board of Education

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## *To the Senate and General Assembly :*

In pursuance of law, there are presented herewith the detailed reports of the following institutions under the care of the State Board of Education : The Normal and Model Schools, the Boarding Halls of the same, and the Farnum Preparatory School.

From these reports it will appear that these respective institutions have been prosperous.

The annual enrollment of the Normal was 594, an increase of 56 over that of last year. That of the Model was 591, an increase of 28 ; that of the Farnum was 132, a decrease of 4. The total annual enrollment was 1,317, an increase of 81 over that of 1895.

The Normal School graduated 149 students, all of whom are now teaching in the public schools of the State. The average salary received by the graduates was \$43.34, an increase of 42 cents over the average beginning salary received by the last class.

The Model School graduated 39 students, the majority of whom have entered colleges or professional schools.

The Farnum School graduated but five, four of whom entered the Normal.

The report of the Treasurer shows a safe balance to the credit of each of the several accounts.

The Faculty of the Schools has been increased in numbers and strengthened in character, and the standard of work has been raised throughout.

It is a safe observation that the work of these institutions is being more and more appreciated.

The report of the Principal shows that the school buildings are in need of ventilation, and that the capacity, both of the dormitories and the school buildings, is taxed to its fullest extent.

The demand upon the Normal School is increasing to an extent that invites earnest consideration on the part of your honorable body.

Very respectfully submitted,

JAMES L. HAYS.

## Treasurer's Report.

Showing receipts and disbursements of the New Jersey State  
Normal School for the year ending August 31st, 1896.

### RECEIPTS.

Balance from old account, . . . . .	\$2,776 82
From State Treasurer, annual appropriation, . . . . .	28,000 00
From tuition in Model School, . . . . .	21,851 25
From tuition in instrumental music, . . . . .	1,995 26
From use of books, . . . . .	1,983 03
From Boarding Hall Department, . . . . .	4,500 00
	\$61,106 33

### DISBURSEMENTS.

Advertising, . . . . .	\$328 11
Apparatus, . . . . .	1,048 78
Books and stationery, . . . . .	3,356 40
Buildings and furniture, . . . . .	565 47
Express and postage, . . . . .	392 20
Fuel, . . . . .	1,491 69
Gas, . . . . .	165 48
Incidentals, . . . . .	677 07
Teaching instrumental music, . . . . .	1,588 69
Pianos, . . . . .	55 00
Salaries, . . . . .	50,600 76
Telegraph and telephone, . . . . .	84 85
Water, . . . . .	267 76
Amount to balance, . . . . .	484 07
	\$61,106 33

## Treasurer's Report.

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Showing receipts and disbursements of the New Jersey State Normal School Boarding Halls for the year ending August 31st, 1896.

### RECEIPTS.

Balance from old account, . . . . .	\$4,970 00
To amount received from board, . . . . .	55,506 00
	\$60,476 00

### DISBURSEMENTS.

Repairs and improvements, . . . . .	\$3,754 15
Furniture, . . . . .	3,614 75
Fuel, . . . . .	1,889 69
Gas, . . . . .	3,298 48
Salaries, . . . . .	8,952 54
Rent, . . . . .	550 00
Water, . . . . .	176 63
Provisions, . . . . .	26,060 59
Incidentals, . . . . .	609 22
Transferred to Normal School account, . . . . .	4,500 00
Amount to balance, . . . . .	7,069 95
	\$60,476 00

Respectfully submitted,

J. BINGHAM WOODWARD,

*Treasurer.*

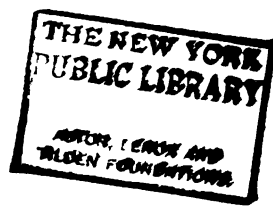
Audited and approved.

GEORGE A. FREY,

*Chairman Committee on Finance and Auditing.*









PRINCIPAL'S RESIDENCE AND BOARDING HALLS OF THE STATE NORMAL & MODEL SCHOOLS.

## Principal's Report.

*To the Board of Education of the State of New Jersey :*

GENTLEMEN—I herewith submit the forty-second annual report of the New Jersey State Normal School, with its auxiliaries, the Model and the Farnum Preparatory Schools, for the school year ending June 30th, 1896.

JAMES M. GREEN,  
*Principal.*



## Principal's Report.

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[Extract from the School Law of New Jersey.]

"There shall be a Normal School, or Seminary, for the training and education of teachers in the art of instructing and governing the common schools of this State, the object of which Normal School or Seminary shall be the training and education of its pupils in such branches of knowledge, and such methods of teaching and governing, as will qualify them for teachers of our common schools."

"Each county shall be entitled to at least six times as many pupils in the school as it has representatives in the Legislature; and in case any county is not fully represented, additional candidates may be admitted from other localities on sustaining the requisite examination; the applicants shall give on admission a written declaration signed with their own hands, that their object in seeking admission to the school is to qualify themselves for the employment of public school teachers, and that it is their intention to engage in that employment in this State for at least two years, or refund to the State the cost of their tuition."

"The board of trustees are authorized to maintain a Model School, under permanent teachers, in which the pupils of the Normal School shall have opportunity to observe and practice the modes of instruction and discipline inculcated in the Normal School, and in which pupils may be prepared for the Normal School."

The year just closed has been the most successful in the history of the State Normal and Model Schools. The number of students has been the largest, the intensity of scholarship the greatest and the financial management the most complete.

The graduates of the Normal have all been placed as teachers at an increased average salary over those of last year, and the demand for these graduates has been greater than the supply. The graduates of the Model have entered successfully the various pursuits for which they were prepared.

The Legislature granted the current expense appropriation for which we asked. Our Faculty has been strengthened, our buildings have been repaired and our grounds beautified.

Each one of the above items is an evidence, not only of our increased usefulness, but also of the increased appreciation of our mission by the State.

Pedagogical training is an established fact, deep seated and abiding, with the balance of thought, and the school boards of the most important districts of the commonwealth.

While the truth of the above statements is apparent to the most casual observer, yet there never was a time in the history of the State when the pedagogical branch of our educational system demanded more careful consideration or more thoughtful guidance than at present.

That we are yet filling the measure of our duties in this direction, no one can conclude who makes a comparison of our work with that of other leading states, or the number of our graduates with the number of new teachers annually employed.

New Jersey contributes \$35,000 a year for current expenses in Normal training. Massachusetts, with less than double our population and about double our wealth, appropriates, in round numbers, \$163,000; Connecticut, with about one-half our population and about one-half our wealth, contributes \$80,000; New York, with about four times our population and about five times our wealth, appropriates about \$260,000, besides a large amount for supplementing city and town training-schools; Pennsylvania, with less than four times our population and about four times our wealth, appropriates \$160,000, but makes the appropriation supplementary to private aid. It thus appears that New Jersey suffers in comparison with the other leading States.

A further comparison shows a direct proportion between the number of trained teachers to the total number employed in the respective States, and the amounts expended.

Our State has about six hundred students in her Normal School, and is graduating about one hundred and fifty per year, while there are about nine hundred new teachers employed each year. The city training schools of the State are graduating about one hundred students per year, hence the number of teachers in the State who receive any pedagogical training is to the total number employed less than one to four.

Excepting in ventilation of the buildings, for which we have no provision other than windows and doors, our school may now be considered well equipped. Every class-room, however, is occupied and the classes are as large as they can be in justice to the pupils, and in some instances larger. Our dormitories are all fully occupied, and we have two additional houses rented for the further accommodation of students. Some forty students are boarding in town and over forty have turned away unable to get suitable accommodations.

All this influx of students has gone on parallel with a raising of our standard, over fifty applicants having failed in the entrance examination.

The above statement of conditions demonstrates clearly that something must be done. Either the standard of admission to our school must be raised still higher and the number of students thus kept down, or increased accommodations must be provided, here or elsewhere. Of these two alternatives it seems unwise to choose the first when the proportion of trained teachers is still so small.

There is, throughout the State, a growing demand for some provision for an elementary introduction to pedagogy. The great majority of teachers enter the work through the county examinations, their only preparation having been received in the village or district academic school. Many of these teachers have not the means with which to attend the Normal, but would like, and should have, at least a sufficient introduction to the art of teaching to know what it involves.

Could there be established in each of the counties one or more summer classes for a period of five or six weeks in length, to which young aspirants for teaching could go, themselves either paying the tuition or having it paid by the State, the result would not only prove very beneficial to the schools but would greatly stimulate the desire for advanced training.

The need for the preparation in our Normal School of a class of teachers who could go out and instruct these beginning classes has been emphasized. It would indeed seem wise economy to add a sufficient amount of supplementary work to our present course to enable those in our State who wish to do the more responsible work to prepare with us. This work should not be compulsory, and with our present equipment could be accomplished with practically no increased cost to us.

New York has established at Albany a Normal College to which the teachers of the State desiring to fit themselves for special training teachers, for institute workers, or for more advanced work than is covered by the ordinary Normal course, can go. New Jersey has not sufficient demand for a separate teachers' college, but has sufficient demand for a collegiate pedagogical class in connection with her present Normal School.

Such special pedagogical advantages can only be given in connection with a Normal School, as the regular colleges are not provided with the facilities for giving sufficient special attention to this branch.

Our State has taken pride in its educational system. If this pride is to be just we cannot afford to take second place in our provision



for the completeness of the system. The education of our youth, counting the direct cost of tuition and the maintenance of the children while in school, costs more money and energy than all other departments of the State combined, hence there is every economical as well as moral reason for making the system as efficient as possible.

I should not close this part of my report without expressing the value to the State at large growing out of the cordial relations that have been established between our school and the City of Trenton by the receiving of our graduating class into the city schools for observation and a given amount of practice consistent with the best interests of the schools of the city. Our graduates are thus brought closely in touch with a line of work very similar to what they will meet when they go out to teach, and incidentally we are made to feel that we are no longer isolated from the other parts of the State system.

#### ATTENDANCE.

##### *Normal.*

	Males.	Females.	Total.
First quarter, . . . . .	56	468	524
Second quarter, . . . . .	55	460	515
Third quarter, . . . . .	56	449	505
Fourth quarter, . . . . .	54	437	491

Total number of different students enrolled during the year, 594. Males, 62; females, 532.

##### *Model.*

	Males.	Females.	Total.
First quarter, . . . . .	248	289	537
Second quarter, . . . . .	247	280	527
Third quarter, . . . . .	242	257	499
Fourth quarter, . . . . .	234	257	481

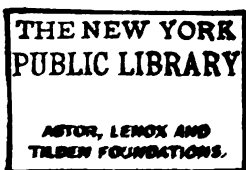
Total number of students enrolled during the year, 591. Males, 275; females, 316. The average attendance per quarter was 514. Males, 243; females, 271.

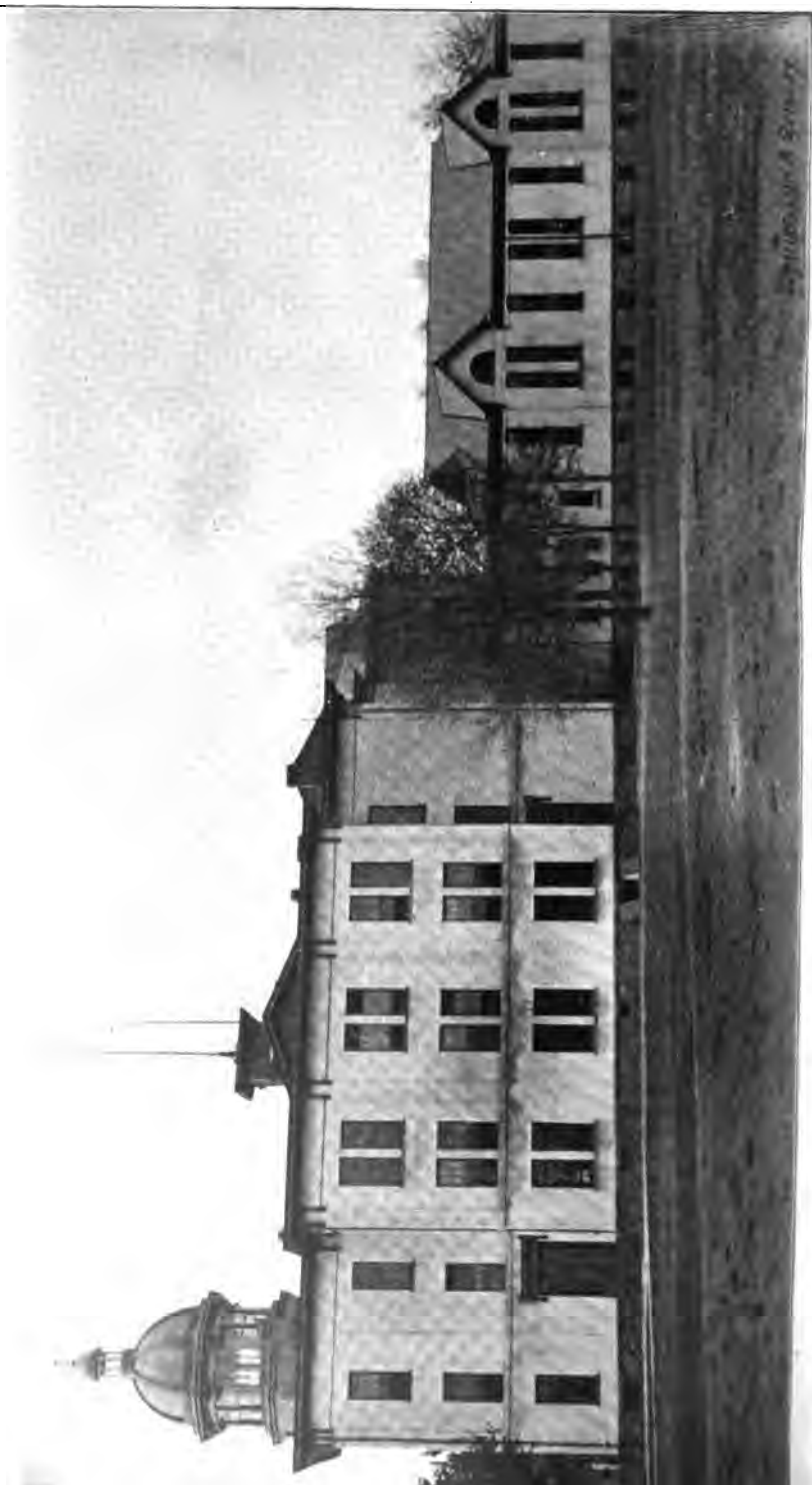
##### *Farnum.*

	Males.	Females.	Total.
First quarter, . . . . .	48	74	122
Second quarter, . . . . .	51	69	120
Third quarter, . . . . .	51	72	123
Fourth quarter, . . . . .	52	71	123

Total number of students enrolled during the year, 132. Males, 51; females, 78.

The Normal enrollment exceeds that of last year by 56. The Model enrollment exceeds that of last year by 28, and the average





NORTH VIEW, INCLUDING GYMNASIUM.

attendance is 20 more than that of last year. The enrollment in the Farnum is 4 less than that of last year, making the total annual enrollment 1,317, or 81 more than that of last year.

## GRADUATES.

The number of students graduated from the Normal School during the year was 149, of whom 13 were males.

All of these graduates are now teaching with the exception of two, who are awaiting special vacancies.

The average monthly salary received by the class is \$43.34, an increase of \$0.42 over that of the class of last year. The class of 1895 have raised their average monthly salary from \$42.86 to \$44.96, which is an average of \$0.65 more than that received by the class of 1894 in its second year.

This increase is probably due to a general increase in the average salaries of the teachers of the State, as shown by the report of the State Superintendent of Public Instruction for 1895.

Counties.	Number in Normal.	Total Number of Graduates Employed June 30th.	Number of Graduates of 1896 Employed.
Atlantic, . . . . .	18	20	6
Bergen, . . . . .	29	111	27
Burlington, . . . . .	51	44	9
Camden, . . . . .	21	33	6
Cape May, . . . . .	9	8	3
Cumberland, . . . . .	25	22	2
Essex, . . . . .	30	77	9
Gloucester, . . . . .	15	31	4
Hudson, . . . . .	13	37	5
Hunterdon, . . . . .	34	23	3
Mercer, . . . . .	86	74	8
Middlesex, . . . . .	43	32	5
Monmouth, . . . . .	42	86	15
Morris, . . . . .	30	42	14
Ocean, . . . . .	15	6	2
Passaic, . . . . .	7	37	10
Salem, . . . . .	22	9	3
Somerset, . . . . .	13	31	2
Sussex, . . . . .	24	7	1
Union, . . . . .	18	31	4
Warren, . . . . .	20	12	2

There were twenty-nine students from other States.

The number of graduates of the Model School was 39 ; 19 males and 20 females. Of these, 3 entered the Normal School, 17 entered colleges or professional schools, 15 are at home or in business, and 4 are taking post-graduate work at the Model.

The number graduated from the Farnum School was 5, 3 of whom have entered the Normal School.

Further particulars concerning the Farnum School will be found in the last part of this report.

#### TEACHERS.

The following changes have taken place in our corps of teachers : Miss Rena T. Merwin, who had been for seven years our Supervisor in the primary department and had been so efficient, resigned to wed. Also, Professor John C. Leach, of the department of Latin and Greek ; Professor William Woodhouse, Jr., of the Model department of vocal music, Professor Frederick J. Germain, of the department of French, and Miss Julia B. Dennis, of the department of German, resigned.

The vacancies caused by the above resignations were filled as follows : Supervisor in the primary department, Miss Grace A. Wood. Miss Wood received her early education in California, where she began teaching in a district school and was afterwards promoted to the supervision of primary work. After spending about eight years in the supervision of primary work in California, she took the whole kindergarten course under Miss Lucy Wheelock, in the Chauncey Hall School of Boston. Upon her graduation, she was made the leading kindergarten teacher in the Chauncey Hall School, from which position she comes to us.

Instructor in Latin and Greek, Professor J. Clarence Smith, B.A. Professor Smith was graduated from our Model School, from Princeton College and from our Normal School.

Instructor in vocal music, Miss Alice Brooks. Miss Brooks was graduated from the Melrose High School of Massachusetts, took the course in Physical Training at the Emerson School of Oratory, studied music in the Conservatories of Boston and was graduated from the Holt School of Vocal Harmony at Lexington. She has had experience in teaching classes and directing choirs and choruses.

Instructor in French, Miss Lucie J. Lull. Miss Lull was educated in France, being graduated from the French Protestant School at Blois and from the Petit Bel Air, St. Lewan. She has had two years' experience in teaching French in this country.

Instructor in German, Miss Georgiana Lee Morrill, M.A., Ph.D. Miss Morrill was graduated from Vassar College, studied at Bryn Mawr College, at the Universities of Leipzig, Berlin and Heidelberg, receiving her degree of Doctor of Philosophy at the latter University. She has had some ten years' experience in teaching.

Miss Eleanor S. Boice, who had been the substitute teacher, was assigned to a regular class in the Grammar Department of the Model School.

Miss Anna B. Bockée, B.S., was appointed substitute teacher. Miss Bockée was graduated from Mount Holyoke College and afterwards taught for four years in the High School Training Department of the New Briton Normal School.

The increased numbers in the Normal School rendered an additional teacher necessary, and to this position was appointed Professor William J. Morrison, B.S. Professor Morrison was graduated from the State Normal School at Normal, Ill., and from Swarthmore College. He has had several years' experience as teacher, superintendent and institute worker.

The work of our Faculty during the last year has been energetic and progressive. They have taken part in the various County Institutes of the State, in the State and local Teachers' Associations, and their writings have been found in a number of the educational journals. They have been represented in several of the leading summer schools, both as pupils and instructors. They have held a number of Faculty meetings in which they have discussed the leading pedagogical questions of the day; indeed it appears to be highly complimentary to our teachers that they are not only willing but anxious to learn. It may safely be said that when a teacher ceases to grow in knowledge her class will cease to improve.

#### COURSE OF STUDY.

Our course of study, as published in the last Annual Report, has, with very slight modifications, proven adapted to our circumstances and in harmony with the judgment of the leading educators of our country.

It would be an advantage if we could give more time to the work mapped out in the Normal Course. Nevertheless, if the student accomplishes this work well he will be fitted for teaching, in a reasonably satisfactory manner, all of the subjects of our common school courses.

It should be borne in mind that all of the work done in our Normal is designed for those intending to teach. Nothing is more common than for persons unacquainted with the nature of this work to make the mistake of identifying it with that done in grammar schools. For instance, if a pupil has worked the examples in an ordinary primary and grammar school text-book in arithmetic, he assumes he has accomplished what is contemplated by our course in these subjects. Such is not the case. Arithmetic, though one of the subjects presented earliest in the school course, demands the best thought of our ablest thinkers for its logical arrangement and the order of its adaptation to the minds of children, and for such an understanding of it as gives one the power successfully to teach it. These are the purposes in our work. A pupil who completed his work in arithmetic in an ordinary grammar school course understood as a child. To teach this subject he must have a mature understanding of it. What is true of arithmetic is true of all the subjects, hence the necessity of a student's having been over a wider course of study in the ordinary academic fashion, or having reached a mature working power in order to carry successfully the subjects of our course.

The High School Course in the Model Department has been lengthened from three to four years, and the number of hours per week assigned to the different subjects, as well as the amount taught in each of the subjects, compared with similar assignments in the leading schools, and the requirements for the leading colleges, and found to bear the weight of authority. It should be observed, however, that a student is permitted to take this four years' course in less time if he has the requisite capacity. The School is anxious to save to the students all the time it can, consistent with thoroughness and power, as distinguished from the mere cramming of the knowledge of the course. With the faculty and working facilities now at our command there is no reason why good scholarship should not be secured, excepting such reason be found in the habits of the student.

The following programs will give an idea of the entertainment side of our school life :

#### **Foot-Ball and Base-Ball.**

On October 9th and March 6th entertainments were given in the interests of the ball teams for which an admission fee of ten cents was charged. The programs consisted of vocal and instrumental music, recitations, etc. Special features of these entertainments were the vocal solos by Mrs. J. Irvin Biddle, the violin solos by Mr. Albert Stretch, and the zither solo by Mr. Trudel.

### Christmas.

1. Hymn, . . . . . STATE SCHOOLS.
2. Essay, Christmas, . . . . . { Written by A. S. WRIGHT,  
Read by MALCOM G. BUCHANAN.
3. Piano Solo, "The Last Smile," . . . . . *Wollenhaupt.*  
Miss A. ELIZABETH ALLER.
4. Primary Recitations, . . . . .  
"Dotty Dimple," ANNA APGAR.  
"What Heulings Wants for Christmas," HEULINGS MUMPER.  
"The Treasure Box," HAZEL POOLE.
5. Glee Club—"O Holy Night," . . . . . *Adams.*
6. Indian Club Swinging, . . . . . LESTER L. ROSENKRANS.
7. Primary Song, "I Think When I Read." . . . . .
8. Christmas Selections, . . . . .  
ELLA COOK, MARY MOORE, JANET CURTIS, MARGARET AITKIN,  
EDITH STOUT, ALICE DEUTZ, CASSIE MAY, HELEN COLEMAN,  
KATHERINE HALL, HELEN HARRIS.
9. Soprano Solo with Violin Obligato, "The Holy Child," . . . . .  
Miss EVELYN WILDER.
10. A Christmas Poem, . . . . . Mr. FRANK E. SCHOONOVER.
11. Primary Recitations, . . . . .  
"Christmas Time," LOTTIE POPE.  
"What Mother Goose's Children Want for Christmas," KENNETH  
LANNING.  
"Two Little Children Dressed in White," SUSIE WILLETS.
12. Violin Solo, "Rubenstein's Melody in F," . . . Mr. ALBERT STRETCH.
13. A Selection from "Irving's Essay on Christmas," . . . . .  
Mr. GEORGE A. BIRKLUND.
14. Humorous Trio, "A Little Farm Well Tilled," . . . . .  
Messrs. WOODHOUSE, SCHOONOVER, and STICKLE.
15. Composition on "Dickens' Christmas Carol," Miss MABEL GASTON.
16. Primary Recitations, . . . . .  
"The Transformed Stockings," ETHELWYNNE FOOTE.  
"What Trumbull Saw," TRUMBULL, WOOD.
17. Chorus, "Holy Night," . . . . . NORMAL BI CLASS.
18. Hymn, . . . . . STATE SCHOOLS.

Oliver P. Steves, Ph.D.

Friday evening, January 24th, the Thencanic Literary Society gave the following program in honor of Doctor Steves, former Supervisor in the Model School, and founder of the Thencanic Society :



1. Address of Welcome, . . . . .  
EDWARD L. KATZENBACH, President.
2. Presentation of Portrait, . . . . .  
THOS. C. HILL, Chairman of Committee.
3. Dr. Steves and the Early Days of the Society, . . . . .  
ROBERT V. WHITEHEAD, First President.
4. Dr. Steves as I Knew Him, . . . . .  
FRANCIS B. LEE, Ex-President.
5. Dr. Steves as a Man and a Citizen, . . . . .  
SAMUEL HAMILL WOOD, Ex President.
6. Dr. Steves as a Professor, . . . . .  
DR. JAMES M. GREEN, Principal of the State Schools.
7. Loyalty, . . . . .  
PROF. OLIVER S. MORDORF, Supervisor of Model School.

### Entertainment by the Department of Physical Training.

*February 25th, 1896.*

1. March, . . . . . GRAMMAR GIRLS.
2. Wand Drill, . . . . . HIGH SCHOOL C BOYS.
3. Swedish Drill, . . . . . HIGH SCHOOL A AND B GIRLS.
4. Club-Swinging, . . . . . HIGH SCHOOL A AND B BOYS.
5. Parallel Bars (Volunteer), . . . . . BOYS.
6. Recitation with Minuet, . . . . . CASSANDRA MAY AND OTHERS.
7. Military Marching and Dumb-Bells, . . . . . GRAMMAR A BOYS.
8. Pyramid Building (Volunteer), . . . . . BOYS.
9. Basket-Ball Games, . . . . .  
Reds and Blues—GIRLS.  
Whites and Yellows—BOYS.

### Arbor Day—April 24, 1896.

1. Song . . . . . STATE SCHOOLS.
2. Essay, "Arbor Day," . . . . .  

{ Written by Miss HENRIETTA BEHM.  
 Read by Miss MARCIA MILLER.
3. Recitation, "The Floral Love Story," . . . . . ELLA B. COOK.
4. Piano Solo, "Tarantelle, in A Flat," . . . . . *Heller.*  
Miss SUSIE DONNELLY.
5. Song, "Birdies in the Greenwood," . . . . . PRIMARY CLASS.
6. Recitation, "As You Sow, So Shall You Reap," . . . . .  
Master ELZEY S. AITKIN.
7. Glee Club, "Oh, Who Will E'er the Downs so Free," . . . . . *De Pearsall.*



8. Recitations, "Buttercup Poems," . . . . .  
CLARA MAY HENDRICKSON, BELLE MACCRELLISH, THIRZA  
HOWELL, LUCILE ELVIN, SOPHIE GLOVER.
9. Song, "Wild Flowers," . . . . . D. GIRLS.
10. Recitations, "The Past Eight School Months" . . . . .  
MAUDE HOOPER, GEORGE LOYDE, JEANETTE WEST, STELLA  
ECCLES, AMOS ROGERS, RUTH BOYLE, ALICE CANTWELL,  
ALICE BOWNE.
11. Song, "Greeting to Spring," . Miss WILDER and SENIOR 2 CHORUS.
12. Recitation, "In the Springtime," . . . . . *Hamilton Wright Mabie*.  
Miss MILDRED LOYD ALLEN.
13. Gymnastic Drill, . . . . . B. GIRLS.
14. Male Quartette, "The Beams that Light Life's Morning Up," *Ormond*.

At the close of the program the Principal announced that the contribution of the Schools in honor of the day amounted to \$85.08, and that \$150 had been received from other sources, for which sums the following purchases had been made :

Statue of Diana.

Engravings—Washington, Longfellow, Whittier, Clay in the Senate, Franklin at the Court of France, The Battle of Bunker Hill, The Death of Montgomery, The Victor of the Glen, Steady, Thaddeus Stevens.

Lithograph—Lowell.

Photogravures—Gladstone, Holmes, Lincoln, Martha Washington, The Queen and the Royal Family.

Etchings—Tennyson, Bismarck, Grant, Sheridan, and Sherman.

Water Color Prints—The Pinta, The Rat-town Tigers, A Life of Contentment, Milking Time, Forest Flowers, The Tail Piece, Autumn Scene, The Gull Rock, A Rough Sea off the Cornish Coast, The Pet of the Paddock, The Bridge of Sighs, The Rialto, The Piazzetta of St. Marks, Children and Flowers, Viking Ship, Sheridan's Ride, Battle of Shiloh, Merrimac and Monitor.

Water Color Prints, the largest size—Court of the Doge's Palace, Doge's Palace, Arcade of Victor Emanuel and the Milan Cathedral, The Piazzetta of St. Mark's, Venetian Bridges, The Rialto Bridge, The Bridge of Sighs, St. Mark's Cathedral.

Photographs—Nydia, Charlotte Corday, St. Cecilia by Carlo Dolci, Sistine Madonna by Raphael, Immaculate Conception by Murillo, St. Michael and the Dragon by Raphael, Cherub Choir by Reynolds Head of a Young Bull by Paul Potter.

**Concert of the State Schools Glee Club and Male Quartette.***Friday Evening, May 22d, 1896.*

## PART I.

1. Glee, "Softly Fall the Shades of Evening," . . . . . *Hutton.*  
STATE SCHOOLS GLEE CLUB.
2. Recitation, "Marriage of the Flowers." . . . .  
MISS CARRIE M. STREET.
3. Humorous Song, "The Destructive Darkey," . . . . . *Stults.*  
STATE SCHOOLS MALE QUARTETTE.
4. Violin Solo, . . . . . *Selected.*  
MR. ALBERT STRETCH.
5. Glee, "Blow, Ye Gentle Breezes, Blow," . . . . . *Marks.*  
STATE SCHOOLS GLEE CLUB.
6. Piano Duet, "Pas de Charge," . . . . . *Mattei.*  
MISSSES MABEL GARWOOD AND REBEKAH HENDRICKSON.
7. Solo, "Swinging Song," . . . . . *Woodhouse.*  
MISS EVELYN L. WILDER.

## PART II.

8. Male Quartette, "Chestnuts," . . . . . *State Schools Song.*  
STATE SCHOOLS MALE QUARTETTE.
9. Recitation, "The Dead Letter," . . . . . *Century Magazine.*  
MISS BESSIE ALBERT.
10. Ladies' Quartette, "I Saw Them Do It," . . . . . *Froehlich.*  
MISSSES WILDER, GRAY, MACCRELLISH AND DUNNING.
11. Piano Solo, "Berceuse," . . . . . *Jensen.*  
MISS E. C. MACNAMARA.
12. Glee, "Sally in Our Alley," . . . . . *De Pearsall.*  
STATE SCHOOLS GLEE CLUB.
13. Violin Solo, . . . . . *Selected.*  
MR. ALBERT STRETCH.
14. Humorous Quartette, "Little Tommy Went a-Fishing," . . . *Macy.*  
STATE SCHOOLS MALE QUARTETTE.
15. Glee, "Hail, Smiling Morn," . . . . . *Spofforth.*  
STATE SCHOOLS GLEE CLUB.

## PERSONNEL.

*State Schools Glee Club.*

*Sopranos*—Mary H. Fretz, Rebekah Hendrickson, Harriet G. Munoz,  
Evelyn L. Wilder, Flora E. Willguss.

*Altos*—Louise M. Betticher, Frances S. Dunning, Margaret Gray, Bessie MacCrellish.

*Tenors*—Harry E. Garrison, C. Warren Kean, James F. Sheppard, George N. Venable.

*Bassos*—Clarence J. Howell, Charles F. Lodor, Edward Rittenhouse, Edwin C. Stickle, Charles E. A. Walton.

*State Schools Male Quartette.*

William Woodhouse, Jr., Edwin C. Stickle, C. Warren Kean, Clarence J. Howell.

*Accompanist*—Miss Clare S. Raymond.

*Leader*—William Woodhouse, Jr.

**Veterans' Day—May 29th, 1896.**

1. Song, "Star Spangled Banner," . . . . . SCHOOLS.
2. Piano Solo, "Andante, 1st Variation and Allegro op. 26," . . . *Beethoven*  
MISS MABLE GARWOOD.
3. Male Quartette, "Just Before the Battle, Mother," . . . . .
4. Address, . . . . . COL. KIGER.
5. Semi-Chorus, "Peacefully Sleeping," . . . . . SENIOR 2 CLASS.
6. Address, . . . . . REV. MORRIS.
7. Song, "Red, White and Blue," . . . . . SCHOOLS.

**GROUNDS AND BUILDINGS.**

Our buildings have been thoroughly cleansed and renovated. A new ceiling has been placed in the Auditorium, an improvement which enables us to heat that room in winter and keep it cool in summer.

**HEALTH.**

The health of the students has been generally good. We have had no contagious diseases other than a few cases of measles. We have had none of the class of diseases traceable to bad hygienic conditions.

**RELATION OF THE NORMAL TO THE SCHOOL SYSTEM OF THE STATE.**

The system of commissioning High Schools and receiving the graduates of such schools into our second year, and receiving the

graduates of school's having completed a given course into our first year, without examination, is still causing a general raising of standards and bringing us good students.

The following High Schools, forty-one in number, are now on the "Approved List": Long Branch, New Brunswick, Newark, Jersey City, Caldwell, Orange, Passaic, Asbury Park, Plainfield, Trenton, Hackensack, Rahway, Morristown, Montclair, Atlantic City, Dover, Millville, Hoboken, Vineland, Salem, East Orange, Woodstown, Mount Holly, Manasquan, Bayonne City, Reading Academy, Flemington, Madison, Freehold, Westfield, State Model, Farnum Preparatory, Ridgewood, South Orange, Moorestown, Cape May, Woodbury, Perth Amboy, Summit, Lakewood, Atlantic Highlands and Town of Union.

#### MODE OF COMMISSIONING.

The following resolutions, passed by the Board of Trustees February 6th, 1889, and the appended blank forms, explain the mode of commissioning. Parties desiring to commission should send to the Principal of the Normal School for blank forms:

*Resolved*, That after the date of the passage of this resolution graduates of High Schools in this State may be admitted to the professional work of the Normal School without examination, under the following conditions:

I. Upon the application of any Principal, Local Superintendent and President of the Board of Trustees of any High School in this State, the Committee on Education shall make an examination of the school on behalf of which such application is made, and if, in their judgment, the course of study and discipline of the High School in question shall warrant it, said High School shall be placed upon the "Approved List," and a notice to that effect sent to the Principal of the school. The fact shall also be reported to the State Board of Education at their next meeting.

II. Properly-certified graduates of any High School on the "Approved List" shall be admitted, by the Principal of the Normal School, to the professional course of the Normal School, without examination, and shall be regular members of that course.

III. On the report of the Principal of the Normal School that the students of any High School on the "Approved List," who may have entered without examination, are, after due trial, found not to be properly qualified to go on with the work of the professional course, the Committee on Education may strike the name of the High School which certified said students from the "Approved List." Notice of such action shall be sent to the Principal of the High School in question, and it shall also be reported to the State Board of Education.

*To the Board of Trustees of the New Jersey State Normal School :*

**Signed,**

. . . . . *Principal.* . . . . . *Superintendent.*  
 . . . . . *President of Board.*

**State Board of Education.**

**Trenton, New Jersey, . . . . . 18 . .**

[SEAL.]      . . . . . Chairman. } Committee  
                 . . . . . Secretary. } on  
                 . . . . . Secretary. } Education.

The influence of this department is constantly growing in strength in the school. The culture tone is being elevated and habits of research more generally formed.

## LITERARY SOCIETIES.

There are seven literary societies, made up of members of the different classes, namely: The Normal Debating Society, composed of young men of the Normal School; the Thencanic Society, composed of young men of the Model School; the Gamma Sigma Society, the Arguromuthus Society, the Philomathean Literary Club, the Clionian Society, and the Shakespearean Society, composed, each, of young ladies from both the Normal and Model Departments.

There are also several class organizations doing literary work.

Of the above societies four are quite distinctly debating societies, the others giving most of their time to reading. All report a profitable year, both as to character of work and numbers.

The numbers in the Thencanic have decreased, but the officers claim that the working quality has improved.

It is the desire of the authorities of the School that the work in these literary societies differ from that in the class-rooms, giving more opportunity for self-dependence, hence the desirability of debate, as there is no exercise equal to it in developing the power of self-command.

Two public entertainments were given. The programs follow:

## Clionian Society.

*Wednesday Evening, April 8th, 1896.*

## PROGRAM.

1. Address of Welcome, . . . . . President.  
MISS EVELYN L. WILDER.
2. Piano Solo, "Il Trovatore," . . . . .  
MISS ELLA WESTON.
3. Salute to Clio, . . . . . Accompanist, MISS MAUD M. ACOCK  
MISS LAMB, STICKNEY, NORTHRUP, BURKE, YOUNG, HACKETT,  
HINSHELWOOD, BOWEN, STAGER, CHRISTOPHER, ALBERT,  
TEMPLETON, LIEB, and MRS. LONG.
4. Vocal Solo, "Changeless," . . . . . *Troteri.*  
MISS EVELYN L. WILDER.
5. Drama, "Courtship of Miles Standish," . . . . .  
First Act, Scene I. Home of Standish.  
Scene II. Through the woods.  
Scene III. Home of Priscilla.  
Scene IV. John's return to Miles.

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Second Act, Scene I. Council in session.

(Question under debate. How to reply to the Indian's challenge of war.)

Scene II. Farewell to the May Flower.

Third Act, Scene I. Miles Standish and army arrive at an Indian Encampment. Conference; the death of Pecksnot.

Scene II. Priscilla's home.

Scene III. The wedding.

### *Cast of Characters.*

Miles Standish, . . . . .	MRS. LONG.
John Alden, . . . . .	MISS HENRIETTA BURKE.
Priscilla, . . . . .	MISS OLIVIA PAYRAN.
Elder Brewster, . . . . .	MISS LAURA M. STAGER.
Magistrate, . . . . .	MISS EDNA HARRIS.
Indian Warrior, . . . . .	MISS MABEL HINSHELWOOD.
Townsmen, . . . . .	MISS BESSIE ALBERT.
6. Piano Solo, "Tanzweise," . . . . .	<i>Helmund.</i>
	MISS AUGUSTA C. LIEB.
"Forty-three Old Maids," . . . . .	
Reader, MISS MARY S. NORTHRUP.	

### **Phyllomathean Club.**

*Friday Evening, May 29th, 1896.*

#### **PROGRAM.**

Recitation, . . . . . Selected.  
Miss AGNES M. BROWER.

Ceres, . . . . .

#### *Dramatis Personæ.*

Saturn, Father of the Gods, . . . . .	BERTHA M. BARWIS.
Triptolemaea, Queen of Eleusis, . . . . .	MARCIA MILLER.
Ceres, Goddess of Agriculture, . . . . .	CLARE S. RAYMOND.
Flora, Goddess of Flowers, . . . . .	MARY E. BERRY.
Pomona, Goddess of Fruits, . . . . .	BESSIE S. WARNER.
Proserpina, Daughter of Ceres, . . . . .	ETHEL C. CURTIS.
Hour, . . . . .	LOTTIE STRAUB.

#### *Nymphs:*

Arethusa, . . . . .	IRMA G. CONOVER.
Anchora, . . . . .	ETHEL C. CURTIS.
Idalia, . . . . .	MARY E. BERRY.
Corona, . . . . .	MEDA SLOVER.
Fanda, . . . . .	EDNA M. REINECK.



Superbia, . . . . .	CAROLYN STRAUB.
Acanthus, . . . . .	MARION M. THOMPSON.
Clytie, . . . . .	HATTIE L. ROUSE.
Lotis, . . . . .	LOUISE ARRISON.
Ariadne, . . . . .	GRACE HILDEBRANDT.

## SYNOPSIS.

*Act I.*—Scene: Meeting of Saturn with the Goddesses—Proserpina Lost.

*Act II.*—Scene: A Chorus of Nymphs—News of Proserpina.

*Act III.*—Scene: Ceres and Tripto'emaëa—Proserpina Restored.

May-Pole Dance, . . . . . PHILOMATHEAN CLUB

## ALUMNI.

The Alumni Association held its eighth annual meeting on the 18th day of June. The meeting was called to order in the Normal study-room at 12 o'clock by President M. W. Scully, of Somerville, N. J., who gave a brief address of welcome. About one hundred and fifty members responded to the roll-call.

After a short business meeting, the members adjourned to the dining-room of the Boarding Hall, where luncheon was served. After the luncheon, the following program was carried out:

Welcome Address, . . . . . By the PRESIDENT.  
 State Schools Male Quartette. . . . .  
 Address, . . . . . PROF FLETCHER DURELL, PH.D., Model '75  
 Vocal Solo, . . . . . MRS. J. IRVIN BIDDLE.  
 Sentiments, . . . . .

"The New Profession"—PROF. FRANK H. SCOBAY, Normal '81.

"The Ups and Downs of Life"—ROBERT L. HOAGLAND, ESQ.,  
 Normal '64.

State Schools Male Quartette. . . . .  
 Sentiments, . . . . .

The Alumni—FRANCIS B. LEE, ESQ., Model '88

Class of '96, Normal—MR. RALPH DECKER.

Class of '96, Model—MR. EDWARD L. KATZENBACH.

Vocal Solo, . . . . . MRS. J. IRVIN BIDDLE.

The following were chosen as the officers for the ensuing year:

President—Francis B. Lee, Model '88, Trenton, N. J.

Normal Vice-President—Miss Phebe A. Smalley, Normal '76, Mount Holly, N. J.

Model Vice-President—Fletcher Durell, Ph.D., Model '75, Lawrenceville, N. J.

Normal Secretary—Flora E. Willguss, Normal '96, Red Bank, N. J.

Model Secretary—Katherine B. Crisp, Model '96, Trenton, N. J.

Corresponding Secretary—Prof. Frank H. Scobey, Normal '81, Lambertville, N. J.

Treasurer—Miss Bercy A. Humphrey, Normal '89, Trenton, N. J.

With the singing of "America," the meeting closed with the common feeling that it had been one of the best and one of the most enthusiastic in the history of the Association.

The next meeting will be held on the Normal Commencement Day, June 17th, 1897. All graduates of the Normal or Model Schools, and all who came within one year of graduation, are eligible and are very much desired to join the Association.

#### THE SIGNAL.

Our School paper was published monthly. It was gotten up in good style, and the matter of its publications was of a bright and spicy character, such as is calculated to interest school people.

This publication is deserving of more uniform support than it receives from the graduates. It is the only medium through which they can keep in public communication with their *Alma Mater*, and as such medium it should be cherished.

#### COMMENCEMENT WEEK.

The exercises of commencement week were fully up to the usual standard of interest, and, perhaps, in advance of it. The numbers in the graduating classes were larger than usual, and naturally drew to the institution a larger visitation from a distance. It was pleasing, indeed, to see in this visitation so large a percentage of the alumni. The Baccalaureate address was delivered in the auditorium on Monday evening, June 15th, by Bishop James N. Fitz Gerald, D.D., LL.D., from the text: "Pure religion and undefiled before God and the Father is this, to visit the fatherless and widows in their affliction, and to keep himself unspotted from the world." James, 1st chapter, 27th verse. The address was broad and scholarly, and made clear and simple the fundamental standards of life.

The February division of the Normal class held its commencement exercises January 31st.

Tuesday afternoon and Wednesday afternoon, June 16th and 17th, were the Model and June division of the Normal Senior days, respectively. These occasions were popular, and brought forth

many characteristics of class history and association that were calculated to add interest to the members of the respective classes. The exercises were largely free from the attempts at horse play, which are becoming too common in our educational institutions and tending to reduce them from places of culture and refinement to places where one characteristic, at least, of mob habit prevails.

At the close of each of the Commencement programs the President and other members of the Board of Education, together with Principal and Mrs. Green, received the members of the graduating classes and their visiting friends in the Gymnasium.

Following are the programs of the various events :

### **New Jersey State Model School.**

*Senior Day, June 16th, 1896.*

#### **PROGRAM.**

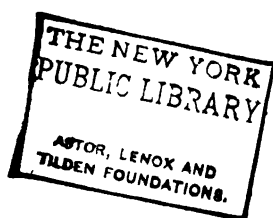
1. Piano Trio, . . . . . Misses H. CRISP, COLEMAN, BARWIS.
2. President's Address, . . . . . MR. VOORHEES.
3. Class History, . . . . . MISS THOMAS.
4. Selection by Class Quartette, "Last Night," . . . . .  
     Soprano, Miss TAYLOR.      Tenor, MR. SCHOONOVER.  
     Alto, Miss K. CRISP.      Bass, MR. SLACK.
5. Essay on Class Motto, . . . . . MISS HOLCOMBE.
6. Class Prophecy, . . . . . MR. WRIGHT.
7. Class Presentation, . . . . . MISS GRIGGS.
8. Piano Duet, . . . . . MISS CAMP, MISS MADDOCK.
9. Address to Undergraduates, . . . . . MR. BRACE.
10. Class Censor, . . . . . MR. WILLIAMSON.
11. Class Song, . . . . .  
     Music by MR. WOODHOUSE.
12. Class Yell, . . . . .  
     HURREX ! HURRIX ! HURREX ! HURRIX ! HURRAH FOR MODEL, '96 !

### **New Jersey State Normal School.**

*Senior Day, June Division, June 17th, 1896.*

#### **PROGRAM.**

- Address by President, . . . . . MR. RALPH DECKER.
- Class History, . . . . . MISS FRANCES S. DUNNING.
- Piano Duet, "Invitation a la Valse," . . . . . *Von Weber.*  
     MISS AUGUSTA C. LIEB, MISS ELLA M. WESTON.
- Caricature, . . . . . MISS GRACE M. WARNER.
- Class Poem, . . . . . MISS BERTHA HAGAN.





**LIBRARY.**

Vocal Duet, "Fannie Grey," . . . . .	{ MISS BESSIE ALBERT. MR. EDWIN C. STICKLE.
Caricature, . . . . .	MISS EDNA HARRIS.
Ladies' Quartette, "Margaretta," . . . . .	{ MISSES WILDER, WILLGUSS, DUNNING and ALBERT.
Caricature, . . . . .	MISS ELLA R. ELDREDGE.
Recitation, "John Smith," . . . . .	MISS HENRIETTA BURKE.
Presentation of Mementos, . . . . .	MISS NAOMI NORSWORTHY.

### Commencement—New Jersey State Normal School.

*Friday, January 31, 1896.*

#### PROGRAM.

1. Chant, "The Lord's Prayer," . . . . .
2. Essay, The Value of Literary Criticism, . . . . . MAE HUNTER.
3. Autobiography of the Class of February, '96, JULIA ISABEL RANDALL.
4. Piano Duet, "Salut a Pesth," . . . . . *Kowalski.*  
MABEL M. GARWOOD and REBEKAH HENDRICKSON.
5. Recitation, Three Sonnets, . . . . . NELLIE QUIGG TRIMMER.
6. Essay, Culture Epochs, . . . . . MARY CUSTAR BARTINE.  
Read by FLORENCE WORTHINGTON THOMPSON.
7. Essay, The Work of the True Teacher, . . . . . HANNAH PIERCE.
8. Three-Part Chorus, "Ever Joyful," . . . . . *Michalek.*
9. Class Prophecy, . . . . . LOUISA M. WINSLOW and JESSIE AYRES.
10. Recitation, "Aspiring Miss Le Laine," . . . . . *Bret Harte.*  
CLARA TIFFANY HINKLE.
11. Soprano Obligato and Chorus, "Slumber On," . . . . . *Mohring.*  
EVELYN L. WILDER, Soprano.
12. Essay, "The New Woman," . . . . .  
ISABELLA GRAHAM WESTERVELT (Valedictorian).
13. Presentation of the Class by the Principal. . . . .
14. Awarding of Diplomas, . . . . .  
By HON. JAMES L. HAYES, President of the State Board of Education.
15. Presentation of Class Picture, . . . . . CLARA L. STAATS.
16. Farewell Song, . . . . . Words by MRS. SARAH L. ROYS.  
Orchestral Music, . . . . . THE ORPHEUS CLUB.

#### AFTER THE PROGRAM.

- Presentation of Mementoes, . . . . .  
LULU HARTMAN KAFES and JENNIE A. GIBBONS.

Name.	GRADUATES.	Residence.
Ayres, Jessie . . . . .		Branchville, Sussex.
Balderston, Helen H. . . . .		Dolington, Pa.
Bartine, Mary C. . . . .		Asbury Park, Monmouth.
Black, Florence G. . . . .		Aura, Gloucester.
Botti, John R. . . . .		Lambertville, Hunterdon.
Brooks, Mary L. . . . .		Shirley, Salem.
Brumbaugh, Irene . . . . .		Pipersville, Pa.
Carr, Mary E. . . . .		Trenton, Mercer.
Cavanagh, Martha I. . . . .		Bayonne, Hudson.
Chambre, Marguerite Y. . . . .		Dover, Morris.
Connlain, Margaret E. . . . .		Phillipsburg, Warren.
Davy, Eva G. . . . .		Hoboken, Hudson.
Dickinson, Harriet . . . . .		Trenton, Mercer.
Fithian, Irene S. . . . .		Greenwich, Cumberland.
Flanagan, Anna B. . . . .		Bridgeport, Gloucester.
Garrigues, Nellie S. . . . .		Moorestown, Burlington.
Gibbons, Jennie A. . . . .		Perth Amboy, Middlesex.
Hauser, Stella L. . . . .		Trenton, Mercer.
Henry, George A. . . . .		Trenton, Mercer.
Hinkle, Clara T. . . . .		Atlantic City, Atlantic.
Hunt, Mamie M. . . . .		Weehawken, Bergen.
Hunter, Mae . . . . .		Ridgefield Park, Bergen.
Kafes, Lulu H. . . . .		Trenton, Mercer.
Lanterman, Addie M. . . . .		Mt. Freedom, Morris.
Merrell, Anna D. . . . .		Millstone, Somerset.
Oliver, Mary E. . . . .		Mendham, Morris.
Pierce, Hannah . . . . .		Trenton, Mercer.
Randall, Julia I. . . . .		Vineland, Cumberland.
Roche, Margaret K. . . . .		Lambertville, Hunterdon.
Staats, Clara L. . . . .		Somerville, Somerset.
Stantial, Anna M. . . . .		Trenton, Mercer.
Thompson, Florence W. . . . .		Trenton, Mercer.
Titus, Mary F. . . . .		Lawrenceville, Mercer.
Trimmer, Nellie Q. . . . .		Yardley, Pa.
Van Lieu, Rachel C. . . . .		Wertsville, Hunterdon.
Wainwright, Frances R. . . . .		Brielle, Monmouth.
Westervelt, Isabella G. . . . .		Rahway, Union.
Winslow, Louisa M. . . . .		Vineland, Cumberland.

**Commencement—New Jersey State Normal School.***Thursday, June 18th, 1896.*

## PROGRAM.

1. Chant, "The Lord's Prayer." . . . . .
2. Essay, Nature Study, . . . . . ANNA W. WATSON.
3. Essay, Psychology in the School-room, . . . . . NAOMI NORSWORTHY.
4. Three-Part Chorus, "The Dragon-Flies," . . . . . *Bargiel.*
5. Recitation, "Miss Pinkerton's School for Young Ladies," *Thackeray.*  
HARRIETTE V. A. CAMP.
6. Address, Habit, . . . . . RALPH DECKER.
7. Piano Solo, "Faust" (Leybach), . . . . . ELLA M. WESTON.
8. Essay, Play as a Factor in Education, . . . . . \*GERTRUDE MERRITT.
9. Essay, Literature for Children, . . . . . MARY E. DOW.
10. Song, "Stars of the Summer Night," . . . . .  
EVELYN L. WILDER, FRANCES S. DUNNING, LOUISE M. BETTICHER,  
HARRY E. GARRISON, EDWIN C. STICKLE, CHARLES E. A. WALTON.
11. Essay, Self-Culture, . . . . . ADELE CAZIN.
12. Recitation, Selection from the Merchant of Venice," . . . *Shakespeare.*  
MARTHA E. KUGLER.
13. Serenade, . . . . . *Neidlinger.*  
EVELYN L. WILDER, and Humming Accompaniment.
14. Essay, Specialization, . . . . . ELEANOR B. PARMENTER.
15. Essay, The Earth as the Home of Man, . . . . .  
FLORA E. WILGUSS (Valedictorian).
16. Presentation of the Class by the Principal.
17. Awarding of Diplomas, by HON. JAMES L. HAYS,  
President of the State Board of Education.
18. Four-Part Chorus, "O Home, I Love Thee Dearly," . . . . .  
Swiss Folk-song, . . . . . *Kucken.*

\* Excused.

## GRADUATES.

Name.	Residence.
Accock, Maud . . . . .	Trenton, Mercer.
Albert, Bessie . . . . .	East Orange, Essex.
Ball, Blanche Maria . . . . .	Berne, N. Y.
Berry, Marion Hinton . . . . .	Upper Montclair, Essex.
Betticher, Louisa Maria . . . . .	Beverly, Burlington.
Bowen, Marion Woodington . . . . .	Burlington, Burlington.
Brelsford, Florence . . . . .	Trenton, Mercer.



Name.	Residence.
Buchanan, May Foss . . . . .	Trenton, Mercer.
Burke, Henrietta Patterson . . . . .	Long Branch, Monmouth.
Cafferty, Elva Newell . . . . .	Allentown, Monmouth.
Camp, Harriette Van Antwerp . . . . .	New Egypt, Ocean.
Carr, Ray Rose . . . . .	Manchester, Ocean.
Cazin, Adele . . . . .	Hoboken, Hudson.
Chalmers, Sara . . . . .	East Orange, Essex.
Christopher, Maud . . . . .	Ridgewood, Bergen.
Clarke, Matilda Emily . . . . .	Stillwater, Sussex.
Clayton, Ruth Augusta . . . . .	Ocean Grove, Monmouth.
Cobb, Edna Linda . . . . .	Long Branch, Monmouth.
Coe, Mary Louise . . . . .	Dover, Morris.
Crane, Helen Gertrude . . . . .	Trenton, Mercer.
Davis, Bertha Amoretta . . . . .	Trenton, Mercer.
Davison, Kittie Florence . . . . .	Franklin Park, Middlesex.
Dellicker, Helen Maud . . . . .	Trenton, Mercer.
Decker, Ralph . . . . .	Flatbrockville, Sussex.
Diecks, Agnes . . . . .	Orange, Essex.
Dixon, Hannah May . . . . .	Shiloh, Cumberland.
Dobbins, Almira I . . . . .	Atlantic City, Atlantic.
Dover, Laura . . . . .	Parry, Burlington.
Dow, Mary Emma, . . . . .	Somerville, Somerset.
Dunning, Frances Smith . . . . .	Deckertown, Sussex.
Dutrow, Milison Mae . . . . .	Rahway, Union.
Dilks, Alfarata . . . . .	Royersford, Pa.
Eisele, Charlotte Catharine . . . . .	West End, Monmouth.
Eldredge, Ella Ridgway . . . . .	Atlantic City, Atlantic.
Ely, Mariana Eastburn . . . . .	Lambertville, Hunterdon.
Frazee, John Everett . . . . .	Allenwood, Monmouth.
Garrison, Harry Edmunds . . . . .	Aura, Gloucester.
Gaskill, Anna Stockton . . . . .	Windsor, Mercer.
Gibney, Annie Jean . . . . .	Phillipsburg, Warren.
Gibson, Nellie . . . . .	Brownsburg, Pa.
Gallagher, Tressa Ryan . . . . .	Trenton, Mercer.
Hackett, Carrie Danthera . . . . .	Daretown, Salem.
Hagan, Bertha . . . . .	South Dennis, Cape May.
Harris, Edna . . . . .	Upper Montclair, Essex.
Hart, Blanche Christine . . . . .	New Brunswick, Middlesex.
Hartner, Anna Margaret . . . . .	Gibbsborough, Camden.
Hays, Jennie Ernestine, . . . . .	Kingston, Somerset.
Henion, Cora M. . . . .	Ramseys, Bergen.
Hibbs, Mabel Hutchinson . . . . .	Trenton, Mercer.
Horn, Elizabeth . . . . .	Belvidere, Warren.
Hortman, Carrie Ware . . . . .	Pedricktown, Salem.
Howell, D. Alanson . . . . .	Hope, Warren.
Hunter, Emma Lillian . . . . .	Medford, Burlington.
Hugerty, Austin La Monte . . . . .	Hillsdale, Bergen.

Name.	Residence.
Ingersoll, Rachel Bavis . . . . .	Atlantic City, Atlantic.
Ivins, Harriet . . . . .	Red Bank, Monmouth.
Jackson, Mary W. Gertrude . . . . .	Long Branch, Monmouth.
Johnson, Elsie . . . . .	Kinkora, Burlington.
Jones, Laura Sara . . . . .	Delanco, Burlington.
Jurp Estelle Spencer . . . . .	Rutherford, Bergen.
Kandle, Elizabeth . . . . .	Elmer, Salem.
King, Ella Mae . . . . .	Netcong, Morris.
Kugler, Martha Everitt . . . . .	Frenchtown, Hunterdon.
Lamb, Florence Aurora . . . . .	Bordentown, Burlington.
Lieb, Augusta Christine . . . . .	Newark, Essex.
Margerum, Sara De Veney . . . . .	Morrisville, Pa.
McCaughan, Lillie Rose . . . . .	Clayton, Gloucester.
Merritt, Gertrude . . . . .	Woodbury, Gloucester.
Moore, Cora Eva . . . . .	Trenton, Mercer.
Norsworthy, Naomi . . . . .	New York, N. Y.
Northrup, Mary Snyder . . . . .	Huntsville, Sussex.
Parmenter, Eleanor Bertha . . . . .	Camden, Camden.
Pierson, Elizabeth Walcott . . . . .	West Orange, Essex.
Poland, Rufus G. . . . .	Maiden, Montana.
Prentiss, May Evelyn . . . . .	Vineland, Cumberland.
Pugh, Ethel May . . . . .	Trenton, Mercer.
Reading, Martha Ella . . . . .	Lumberville, Pa.
Reiteck, Edna Myrtilla . . . . .	New Brunswick, Middlesex.
Riley, Grace Elizabeth . . . . .	Mercerville, Mercer.
Risley, Medora . . . . .	Smith's Landing, Atlantic.
Risley, Frederick Baker . . . . .	Smith's Landing, Atlantic.
Robinson, Charles N. . . . .	Camden, Camden.
Rosenkrans, Layton W. . . . .	Newton, Sussex.
Shauger, Clara Agnes . . . . .	Bonton, Morris.
Smashy, May Eberhardt . . . . .	Bridgeton, Cumberland.
Smith, J. Clarence . . . . .	Asbury, Warren.
Smith, Mabel Fisk . . . . .	Hackensack, Bergen.
Stager, Laura May . . . . .	Nutley, Essex.
Stephens, Maud Dellicker . . . . .	Hackettstown, Warren.
Stickle, Edwin Curry . . . . .	Andover, Sussex.
Stickney, Amelia . . . . .	Deckertown, Sussex.
Strang, Tirzah Ashton . . . . .	Camden, Camden.
Straughen, Florence . . . . .	Penn's Grove, Salem.
Stryker, Emily . . . . .	Long Branch, Monmouth.
Sutton, Annie Sarah, . . . . .	Cranbury, Middlesex.
Terwilliger, Josie Alice . . . . .	Newark, Essex.
Thorpe, Jennie . . . . .	Morristown, Morris.
Van Atta, Elizabeth Willgus, . . . . .	Bordentown, Burlington.
Van Wagoner, Louise . . . . .	Waldwick, Bergen.
Venable, George Nicklin . . . . .	Paterson, Passaic.
Viehmann, Louise Dorothy . . . . .	New Brunswick, Middlesex.

Name.	Residence.
Warner, Grace Muir . . . . .	East Orange, Essex.
Watson, Anna Wheeler . . . . .	Greenwich, Cumberland.
Wilder, Evelyn Lydia . . . . .	East Orange, Essex.
Willguss, Flora E. . . . .	Red Bank, Monmouth.
Wilson, Mary Geatrell . . . . .	Newtown, Pa.
Wintamute, Bertha May . . . . .	Stillwater, Sussex.
Woods, Eva Netta . . . . .	Jersey City Heights, Hudson.
Woolman, Susanna Engle . . . . .	Masonville, Burlington.
Weston, Ella Mettler . . . . .	Trenton, Mercer.
Young, Bessie Vogdes, . . . . .	Atlantic City, Atlantic.
Young, Carol Kramer . . . . .	Finley, Cumberland.

### Commencement—New Jersey State Model School.

*Wednesday, June 17th, 1896.*

#### PROGRAM.

1. Chant, "The Lord's Prayer." . . . .
2. Essay, Dante's Symbolism, . . . . . ANNA C. MURPHY.
3. Recitation, "The Character of Washington," . . . . *Daniel Webster.*  
JOHN V. WICOFF.
4. "We're Rolling Along," . . . . . *Emerson.*  
STATE SCHOOLS MALE QUARTETTE.
5. Essay, Armenia's Claim on Christian Nations, . . . . .  
MABEL T. VANDERBILT.
6. Chorus, "Commencement Song," . . . . . *Tufts.*
7. Essay, The Fine Arts in America, . . . . . MALCOLM G. BUCHANAN.
8. Recitation, "The Glove," . . . . . *Robert Browning.*  
EMILY AUGUSTA MOYER.
9. Essay, Luck and Pluck, . . . . . MARSHALL DE G. SLACK (Honor).
10. Piano Duet, "Overture Zampa," . . . . . GERTRUDE and BESSIE CAMP.
11. Recitation, Selection from "As You Like It," . . . . . *Shakespeare.*  
CORA HERBERT LEEDS.
12. Essay, Milton's Satan, . . . . . FRANK E. SCHOONOVER.
13. Essay, "Ariel," . . . . . HELEN ELIZABETH WHITE.
14. Chorus, "The Holiday," . . . . . *Veazie.*
15. Recitation Selection from "The Rivals," . . . . . *Sheridan.*  
EDWARD LAWRENCE KATZENBACH.
16. Violin Solo, "Scene from Ballet," . . . . . ALBERT STRETCH.
17. Essay, England's Laureateship, . . . . .  
KATHERINE BROWE CRISP (Honor).
18. Presentation of the Class by the Principal. . . . .
19. Awarding of Diplomas by SAMUEL ST. JOHN McCUTCHEM, ESQ . . . . .
20. Chorus, "Good Night," . . . . . *Abt.*

**Class of '96.***"In Tenui Labor."*

Mary Ada Barwis,  
Mary Hunt Budd,  
Bessie Applegate Camp,  
Hattie Crisp,  
Katherine Browe Crisp,  
Mary A. Coleman,  
Marion Dixon,  
Cora May Fausett,  
Bessie R. Griggs,  
Osie Roberts Holcombe,  
Cora Harbert Leeds,  
Anna Patterson Maddock,  
Emily Augusta Moyer,  
Anna C. Murphy,  
Mabel Potts,  
Mary Ella Reed,  
Lucie Cecilia Taylor,  
Mary Louisa Thomas,  
Mabel Tilden Vanderbilt,  
Helen Elizabeth White,

William Brokaw Bamford,  
Frederic Roe Brace,  
Malcolm Griswold Buchanan,  
Arthur Helme Clemens,  
Ryke Ely,  
Samuel Evans,  
Emley Mentz Holcombe,  
Albert D. Hollingsworth,  
Ed. Lawrence Katzenbach,  
Robert John Lowery,  
Charles Edward T. Lull,  
Ferdinand W. Roebeling, Jr.,  
Charles Reseau Rose,  
Frank Earl Schoonover,  
Marshall de Grote Slack,  
Stephen Francis Voorhees,  
John Van Buren Wicoff,  
Walter Willard Williamson,  
Albert Southard Wright.



# Normal School Registry.

The following is the enrollment of students of the Normal School, with their classification, at the close of the year :

## SENIOR SECOND—FEBRUARY DIVISION.

Name.	Residence.
Ayres, Jessie . . . . .	Branchville, Sussex.
Balderston, Helen H. . . . .	Dolington, Pa.
Bartine, Mary C. . . . .	Asbury Park, Monmouth.
Black, Florence G. . . . .	Aura, Gloucester.
Botti, John R. . . . .	Lambertville, Hunterdon.
Brooks, Mary L. . . . .	Shirley, Salem.
Brumbaugh, Irene, . . . . .	Pipersville, Pa.
Carr, Mary E. . . . .	Trenton, Mercer.
Cavanagh, Martha I. . . . .	Bayonne, Hudson.
Chambre, Marguerite Y. . . . .	Dover, Morris.
Connlain, Margaret E. . . . .	Phillipsburg, Warren.
Davy, Eva G. . . . .	Hoboken, Hudson.
Dickinson, Harriet . . . . .	Trenton, Mercer.
Fithian, Irene S. . . . .	Greenwich, Cumberland.
Flanagan, Anna B. . . . .	Bridgeport, Gloucester.
Garrigues, Nellie S. . . . .	Moorestown, Burlington.
Gibbons, Jennie A. . . . .	Perth Amboy, Middlesex.
Hauser, Stella L. . . . .	Trenton, Mercer.
Henry, George A. . . . .	Trenton, Mercer.
Hinkle, Clara T. . . . .	Atlantic City, Atlantic.
Hunt, Mamie M. . . . .	Weehawken, Bergen.
Hunter, Mae . . . . .	Ridgefield Park, Bergen.
Kafes, Lulu H. . . . .	Trenton, Mercer.
Lanterman, Addie M. . . . .	Mount Freedom, Morris.
Merrell, Anna D. . . . .	Millstone, Somerset.
Oliver, Mary E. . . . .	Mendham, Morris.
Pierce, Hannah . . . . .	Trenton, Mercer.
Randall, Julia I. . . . .	Vineland, Cumberland.
Roche, Margaret K. . . . .	Lambertville, Hunterdon.
Staats, Clara L. . . . .	Somerville, Somerset.
Stantial, Anna M. . . . .	Trenton, Mercer.
Thompson, Florence W. . . . .	Trenton, Mercer.
Titus, Mary F. . . . .	Lawrenceville, Mercer.
Trimmer, Nellie Q. . . . .	Yardley, Pa.

Name.	Residence.
Van Lieu, Rachel C. . . . .	Wertsville, Hunterdon.
Wainright, Frances R. . . . .	Brielle, Monmouth.
Westervelt, Isabella G. . . . .	Rahway, Union.
Winslow, Louisa M. . . . .	Vineland, Cumberland.

## SENIOR SECOND—JUNE DIVISION.

Acock, Maud . . . . .	Trenton, Mercer.
Albert, Bessie . . . . .	East Orange, Essex.
Ball, Blanche Maria . . . . .	Berne, N. Y.
Berry, Marion Hinton . . . . .	Upper Montclair, Essex.
Betticher, Louisa Maria . . . . .	Beverly, Burlington.
Bowen, Marion Woodington . . . . .	Burlington, Burlington.
Brelsford, Florence . . . . .	Trenton, Mercer.
Buchanan, Mary Foss . . . . .	Trenton, Mercer.
Burke, Henrietta Patterson . . . . .	Long Branch, Monmouth.
Cafferty, Elva Newell . . . . .	Allentown, Monmouth.
Camp, Harriette Van Antwert . . . . .	New Egypt, Ocean.
Carr, Ray Rose . . . . .	Manchester, Ocean.
Cazin, Adele . . . . .	Hoboken, Hudson.
Chalmers, Sara . . . . .	East Orange, Essex.
Christopher, Maud . . . . .	Ridgewood, Bergen.
Clarke, Matilda Emily . . . . .	Stillwater, Sussex.
Clayton, Ruth Augusta . . . . .	Ocean Grove, Monmouth.
Cobb, Edna Linda . . . . .	Long Brauch, Monmouth.
Coe, Mary Louisa . . . . .	Dover, Morris.
Crane, Helen Gertrude . . . . .	Trenton, Mercer.
Davis, Bertha Amoretta . . . . .	Trenton, Mercer.
Davison, Kittie Florence . . . . .	Franklin Park, Middlesex.
Dellicker, Helen Maud . . . . .	Trenton, Mercer.
Decker, Ralph . . . . .	Flatbrookville, Sussex.
Diecks, Agnes . . . . .	Orange, Essex.
Dixon, Hannah May . . . . .	Shiloh, Cumberland.
Dobbins, Almira I. . . . .	Atlantic City, Atlantic.
Dover, Laura . . . . .	Parry, Burlington.
Dow, Mary Emma . . . . .	Somerville, Somerset.
Dunning, Frances Smith . . . . .	Deckertown, Sussex.
Dutrow, Milison Mae . . . . .	Rahway, Union.
Dilks, Alfarata . . . . .	Royersford, Pa.
Eisele, Charlotte Catharine . . . . .	West End Monmouth.
Eldredge, Ella Ridgeway . . . . .	Atlantic City, Atlantic.
Ely, Mariana Eastburn . . . . .	Lambertville, Hunterdon.
Fraze, John Everett . . . . .	Allenwood, Monmouth.
Galloway, Florence L. . . . .	Rutherford, Bergen.
Gardiner, Delma . . . . .	Westville, Gloucester.
Garrison, Harry Edmunds . . . . .	Aura, Gloucester.
Gaskill, Anna Stockton . . . . .	Windsor, Mercer.

# STATE NORMAL SCHOOL REPORT.

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Name.	Residence.
Gibney, Annie Jean . . . . .	Phillipsburg, Warren.
Gibson, Nellie . . . . .	Brownsburg, Pa.
Gallagher, Tressa Ryan . . . . .	Trenton, Mercer.
Hackett, Carrie Danthera . . . . .	Daretown, Salem.
Hagan, Bertha . . . . .	South Dennis, Cape May.
Harris, Edna . . . . .	Upper Montclair, Essex.
Hart, Blanche Christine . . . . .	New Brunswick, Middlesex.
Hartner, Anna Margaret . . . . .	Gibbsborough, Camden.
Hays, Jennie Ernestine . . . . .	Kingston, Somerset.
Henion, Cora M. . . . .	Ramseys, Bergen.
Hibbs, Mabel Hutchinson . . . . .	Trenton, Mercer.
Horn, Elizabeth . . . . .	Belvidere, Warren.
Hortmann, Carrie Ware . . . . .	Pedricktown, Salem.
Howell, D. Alanson . . . . .	Hope, Warren.
Hunt, Franklyn S. . . . .	Schooley's Mountain, Morris.
Hunter, Emma Lillian . . . . .	Medford, Burlington.
Haggerty, Austin La Monte . . . . .	Hillsdale, Bergen
Ingersoll, Rachel Bavis . . . . .	Atlantic City, Atlantic.
Ivins, Harriet . . . . .	Red Bank, Monmouth.
Jackson, Mary W. Gertrude . . . . .	Long Branch, Monmouth.
Johnson, Elsie . . . . .	Kinkora, Burlington.
Jones, Laura Sara . . . . .	Delanco, Burlington.
Jupp, Estelle Spencer . . . . .	Rutherford, Bergen.
Kandle, Elizabeth . . . . .	Elmer, Salem.
King, Ella Mae . . . . .	Netcong, Morris.
Kugler, Martha Everitt . . . . .	Frenchtown, Hunterdon.
Lamb, Florence Aurora . . . . .	Bordentown, Burlington.
Lieb, Augusta Christine . . . . .	Newark, Essex.
Margerum, Sara De Veney . . . . .	Morrisville, Pa.
Mathews, Emma H. . . . .	Trenton Junction, Mercer.
McCaughan, Lillie Rose . . . . .	Clayton, Gloucester.
Merritt, Gertrude . . . . .	Woodbury, Gloucester.
Moore, Cora Eva . . . . .	Trenton, Mercer.
Norsworthy, Naomi . . . . .	New York, N. Y.
Northrup, Mary Snyder . . . . .	Huntsville, Sussex.
Parmenter, Eleanor Bertha . . . . .	Camden, Camden.
Pierson, Elizabeth Walcott . . . . .	West Orange, Essex.
Poland, Rufus G. . . . .	Maiden, Montana.
Prentiss, May Evelyn . . . . .	Vineland, Cumberland.
Pugh, Ethel May . . . . .	Trenton, Mercer.
Reading, Martha Ella . . . . .	Lumberville, Pa.
Reineck, Edna Myrtilla . . . . .	New Brunswick, Middlesex.
Riley, Grace Elizabeth . . . . .	Mercerville, Mercer.
Risley, Medora . . . . .	Smith's Landing, Atlantic.
Risley, Frederick Baker . . . . .	Smith's Landing, Atlantic.
Robinson, Charles N. . . . .	Camden, Camden.
Rosenkraus, Layton W. . . . .	Newton, Sussex.



Name.	Residence.
Shauger, Clara Agnes . . . . .	Boonton, Morris.
Smashey, May Eberhardt . . . . .	Bridgeton, Cumberland.
Smith, J. Clarence . . . . .	Asbury, Warren.
Smith, Mabel Fisk . . . . .	Hackensack, Bergen.
Stager, Laura May . . . . .	Nutley, Essex.
Stephens, Maud Dellicker . . . . .	Hackettstown, Warren.
Stickle, Edwin Curry . . . . .	Andover, Sussex.
Stickney, Amelia . . . . .	Deckerton, Sussex.
Strang, Tirzah Ashton . . . . .	Camden, Camden.
Straughen, Florence . . . . .	Penns Grove, Salem.
Stryker, Emily . . . . .	Long Branch, Monmouth.
Sutton, Annie Sarah . . . . .	Cranbury, Middlesex.
Terwilliger, Josie Alice . . . . .	Newark, Essex.
Thorpe, Jennie, . . . . .	Morristown, Morris.
Tunis, Annie H. . . . .	Trenton, Mercer.
Van Atta, Elizabeth Willguss . . . . .	Bordentown, Burlington.
Van Wagoner, Louise . . . . .	Waldwick, Bergen.
Venable, George Nicklin . . . . .	Paterson, Passaic.
Viehmman, Louise Dorothy . . . . .	New Brunswick, Middlesex.
Warner, Grace Muir . . . . .	East Orange, Essex.
Watson, Anna Wheeler . . . . .	Greenwich, Cumberland.
Wilder, Evelyn Lydia . . . . .	East Orange, Essex.
Willguss, Flora E. . . . .	Red Bank, Monmouth.
Wilson, Mary Geatrell . . . . .	Newtown, Pa.
Wintamute, Bertha May . . . . .	Stillwater, Sussex.
Woods, Eva Netta . . . . .	Jersey City Heights, Hudson.
Woolman, Susanna Engle . . . . .	Masonville, Burlington.
Weston, Ella Mettler . . . . .	Trenton, Mercer.
Young, Bessie Vogdes . . . . .	Atlantic City, Atlantic.
Young, Carol Kramer . . . . .	Finley, Cumberland.

## SENIOR FIRST.

Allen, Margaret H. . . . .	Asbury Park, Monmouth.
Almer, Allie F. . . . .	Danville, Warren.
Barkley, Jean D. . . . .	Lambertville, Hunterdon.
Barwis, Bertha M. . . . .	Trenton, Mercer.
Bowne, G. Gertrude . . . . .	Trenton, Mercer.
Bradley, David H. . . . .	Camden, Camden.
Bray, Edward G. . . . .	Lambertville, Hunterdon.
Bruker, Rosina . . . . .	Bordentown, Burlington.
Brown, Helen W. . . . .	Camden, Camden.
Burfitt, Clara L. . . . .	Vineland, Cumberland.
Carter, Mary P. . . . .	Penn Valley, Pa.
Coll, Mary E. . . . .	Lambertville, Hunterdon.
Collins, Anna L. . . . .	Cape May, C. H., Cape May.
Coons, Annie . . . . .	Deckertown, Sussex.

Name.	Residence.
Cramer, Bertha F. . . . .	Mays Landing, Atlantic.
Durie, Martha L. . . . .	Tappan, New York.
Durling, Mary J. . . . .	Newark, Essex.
Evans, Virginia . . . . .	Columbia, Warren.
Flecke, Mary A. . . . .	Alpine, Bergen.
Hartley, Ella L. . . . .	Palmyra, Burlington.
Havens, Mary M. . . . .	Bordentown, Burlington.
Hoffman, Nellie M. . . . .	Califon, Hunterdon.
Horner, Estella . . . . .	Manchester, Ocean.
Huggan, A. Edith . . . . .	Newark, Essex.
Hughes, Harry S. . . . .	Trenton, Mercer.
Hughes, Mary . . . . .	New Brunswick, Middlesex.
Karge, Ella . . . . .	Smithville, Burlington.
Kean, Warren . . . . .	Elmer, Salem.
Kiger, Nellie . . . . .	Daretown, Salem.
Kuoner, Rebecca L. . . . .	Westwood, Bergen.
Lewis, Lennwillia . . . . .	Basking Ridge, Somerset.
Littell, Julia W. . . . .	Spottswood, Middlesex.
Lodor, Charles F. . . . .	Lambertville, Hunterdon.
Mack, Mary . . . . .	South Amboy, Middlesex.
McKeever, Catharine . . . . .	Lambertville, Hunterdon.
Meskill, Frank, . . . . .	Lambertville, Hunterdon.
Morton, Grace D. . . . .	Salem, Salem.
Norris, Louie M. . . . .	Manasquan, Monmouth.
Palmer, Fred A. . . . .	Frenchtown, Hunterdon.
Pierce, Lulu . . . . .	Trenton, Mercer.
Reilly, Julia C. . . . .	Lambertville, Hunterdon.
Scherman, Amelia M. . . . .	West Orange, Essex.
Schenck, Sarah H. . . . .	Lincoln Park, Morris.
Sheppard, Chas. A. . . . .	Newport, Cumberland.
Sheppard, James F. . . . .	Fairton, Cumberland.
Sonnenberg, Herman . . . . .	New York, N. Y.
Stadlinger, Rosa . . . . .	Deans, Middlesex.
Templeton, Lydia B. . . . .	Keyport, Monmouth.
Thomas, Rebecca . . . . .	Cinnaminson, Burlington.
Van Artsdale, Laura R. . . . .	Dunellen, Middlesex.
Van Pelt, Olive D. . . . .	New Brunswick, Middlesex.
Van Wyck, Mary W. . . . .	Perth Amboy, Middlesex.
Warner, Bessie S. . . . .	Trenton, Mercer.
Woods, Mamie F. . . . .	Kingsland, Bergen.
Yates, R. Milton . . . . .	Allentown, Monmouth.

## A SECOND.

Alden, Eleanor N. . . . .	West Summit, Union.
Allen, Emma . . . . .	Atlantic City, Atlantic.
Arrow, Clara M. . . . .	Vineland, Cumberland.

Name.	Residence.
Aton, Nellie . . . . .	Riverdale, Bergen.
Batchelor, Mary F. . . . .	Camden, Camden.
Bate, E. Morris . . . . .	Fishing Creek, Cape May.
Bauer, Hattie C. . . . .	Irrington, Essex.
Bellis, Horace D. . . . .	Trenton, Mercer.
Best, Elizabeth J. . . . .	Caldwell, Essex.
Betticher, Mabell . . . . .	Beverly, Burlington.
Bond, Edith M. . . . .	New Brunswick, Middlesex.
Brower, Agnes W. . . . .	New Brunswick, Middlesex.
Brown, Charlotte D. . . . .	Jersey City, Hudson.
Burke, Frances L. . . . .	Orange, Essex.
Budd, Mattie . . . . .	Budd's Lake, Morris.
Carpenter, Emma H. . . . .	Rahway, Union.
Carty, Flora . . . . .	Florence, Burlington.
Carty, Marion . . . . .	Florence, Burlington.
Chamberlain, Emma J. . . . .	Atlantic City, Atlantic.
Child, Annie R. . . . .	Red Bank, Monmouth.
Clayton, Harriet . . . . .	Jackson's Mills, Ocean.
Clark, Jeanette . . . . .	Madison, Morris.
Condit, Clara L. . . . .	West Orange, Essex.
Condit, Phoebe A. . . . .	West Orange, Essex.
Conover, Emma . . . . .	Jamesburg, Middlesex.
Conover, Nathan S. . . . .	Clinton, Hunterdon.
Cook, Mamie F. . . . .	Manasquan, Monmouth.
Crane, Julia H. . . . .	Caldwell, Essex.
Cresse, S. Mattison . . . . .	Cape May C. H., Cape May.
Darby, Edith M. . . . .	Plainfield, Union.
Davis, Helen . . . . .	Rahway, Union.
Davison, Charlotte R. . . . .	Manalapan, Monmouth.
Delaney, Maria . . . . .	Trenton, Mercer.
Dennis, Blanche . . . . .	Deckertown, Sussex.
Dickerson, Morgan W. F. . . . .	Woodbury, Gloucester.
Dilts, Blanche L. . . . .	Roselle, Union.
Eckerson, Lilian . . . . .	Rivervale, Union.
Ernst, Laura . . . . .	Perth Amboy, Middlesex.
Ettenger, Aline A. . . . .	Lewistown, Burlington.
Finley, Hettie C. . . . .	Cohansey, Salem.
Folwell, Maud H. . . . .	Mt. Holly, Burlington.
Frazee, Rebecca S. . . . .	Manasquan, Monmouth.
Frazee, Vernon S. . . . .	Allenwood, Monmouth.
Garretson, Edyth M. . . . .	Perth Amboy, Middlesex.
Gordon, Beulah H. . . . .	Freehold, Monmouth.
Gray, Margaret . . . . .	East Orange, Essex.
Godfrey, Ruth . . . . .	Stewartsville, Warren.
Hamilton, Grace . . . . .	Naugatuck, Conn.
Hancy, S. Ellen . . . . .	Stanhope, Sussex.
Harker, Laura . . . . .	Jacobstown, Burlington.

# STATE NORMAL SCHOOL REPORT.

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Name.	Residence.
Hazelton, Alice H. . . . .	Mullica Hill, Gloucester.
Hendrickson, Adele . . . . .	Asbury Park, Monmouth.
Hendrickson, Adeline . . . . .	New York, N. Y.
Hennessey, Michael R. . . . .	Cranford, Union.
Hinsdale, Bertha . . . . .	Woodbridge, Middlesex.
Hopkins, Ida W. . . . .	Flanders, Morris.
Horn, Ida M. . . . .	Belvidere, Warren.
Howe, Esther M. E. . . . .	Red Bank, Monmouth.
Howell, Clarence J. . . . .	Mauricetown, Cumberland.
Ireland, Anna . . . . .	Trenton, Mercer.
Johnson, Evelyn P. . . . .	Mt. Holly, Burlington.
Justice, Asa G. . . . .	Penn's Grove, Salem.
Kimble, Mamie G. . . . .	Jacksonville, Burlington.
Long, Catharine . . . . .	Hammonton, Atlantic.
Lowe, May . . . . .	Mt. Arlington, Morris.
Lynch, Margaret E. . . . .	Chatham, Morris.
MacClymont, May . . . . .	Newark, Essex.
Margerum, Katharine, . . . . .	Trenton, Mercer.
Marren, Margaret P. . . . .	Bordentown, Burlington.
Matthews, Bertha . . . . .	Madison, Morris.
McCormick, Katherine L. . . . .	Perth Amboy, Middlesex.
McNeal, Anna C. . . . .	New Hope, Pa.
Milne, Anna . . . . .	Orange, Essex.
Mitchell, Lizzie C. . . . .	Trenton, Mercer.
Muñcz Harriet G. . . . .	Cranford, Union.
Murdoch, Ella N. . . . .	Ocean City, Cape May.
Murphy, Ethel B. . . . .	Bayonne, Hudson.
Nelson, Belle . . . . .	Hillsdale, Bergen.
Newbury, Elizabeth P. . . . .	Barnegat, Ocean.
Newbury, Prudence . . . . .	Barnegat, Ocean.
Northwood, Bertha . . . . .	Trenton, Mercer.
Ott, Mary E. . . . .	Deerfield, Cumberland.
Owen, Helen M. . . . .	Elizabeth, Union.
Oxenford, Bertha L. . . . .	Perth Amboy, Middlesex.
Palmer, V. Claude . . . . .	Tuckerton, Ocean.
Parker, Lizzie P. . . . .	Forked River, Ocean.
Plummer, Elizabeth . . . . .	Cranford, Union.
Polhemus, Nellie L. . . . .	Milhurst, Monmouth.
Pullen, Lillian S. . . . .	Hightstown, Mercer.
Rattigan, Anna M. . . . .	Mt. Holly, Burlington.
Reeve, Alenda S. . . . .	Woodstown, Salem.
Rickard, Bessy . . . . .	Bordentown, Burlington.
Rideout, Lillian H. . . . .	Tenafly, Bergen.
Robinson, Bessie A. . . . .	Salem, Salem.
Rogers, Margaret . . . . .	Beverly, Burlington.
Sage, Frederick H. . . . .	Gillette, Morris.
Schneider, Anna K. . . . .	New Brunswick, Middlesex.

Name.	Residence.
Shaner, Nellie G. . . . .	Atlantic City, Atlantic.
Sheppard, Emma E. . . . .	Daretown, Salem.
Shotwell, Lillie, . . . . .	Hightstown, Mercer.
Squier, Ella A. . . . .	Rahway, Union.
Steen, Margaret M. . . . .	Trenton, Mercer.
Stewart, Juliette, . . . . .	Hilton, Essex.
Turford, Dora . . . . .	Trenton, Mercer.
Turquand, Estelle B. . . . .	New Brunswick, Middlesex.
Van Buskirk, Genevieve . . . . .	Bayonne, Hudson.
Van Deventer, Evelyn, . . . . .	New Brunswick, Middlesex.
Weller, Mary C. . . . .	Washington, Warren.
Wharton, Clara V. . . . .	Titusville, Mercer.
White, M. Emma . . . . .	Rahway, Union.
White, Henrietta, . . . . .	Eatontown, Monmouth.
Wilmot, Meta . . . . .	Lambertville, Hunterdon.
Wood, Alys Mae . . . . .	Camden, Camden.
Wooster, Vernie M. . . . .	Berlin, Camden.
Wortendyke, May . . . . .	Hillsdale, Bergen.
Wright, Joseph M. . . . .	Penns Grove, Salem.
Young, Florence G. . . . .	Montclair, Essex.

## A FIRST.

Albright, Catharine R. . . . .	Martin's Creek, Pa.
Allen, Ada B. . . . .	Princeton, Mercer.
Bartholf, J. Howard . . . . .	Ramseys, Bergen.
Beidelman, Clara . . . . .	Morrisville, Pa.
Benton, Mary E. . . . .	Jersey City, Hudson.
Birch, Alice M. . . . .	Millville, Cumberland.
Birklund, George A. . . . .	Stockholm, Sussex.
Boblits, Blanche, . . . . .	Hamilton Square, Mercer.
Bray, Elmer M. . . . .	Mine Hill, Morris.
Butterfield, Annie G. . . . .	River Edge, Bergen.
Carr, Ella . . . . .	Sykesville, Burlington.
Caulfield, Annie . . . . .	Trenton, Mercer.
Champion, Charles F. . . . .	Port Oram, Morris.
Clevenger, Sara . . . . .	Mount Holly, Burlington.
Collins, Elsie C. . . . .	Nordhoff, Bergen.
Corlies, Georgiana . . . . .	Long Branch, Monmouth.
Cregar, Martha J. . . . .	Trenton, Mercer.
Crippen, John R. . . . .	Trenton, Mercer.
Crossett, Lillie . . . . .	Beverly, Burlington.
Davis, Sadie L. . . . .	Newark Essex.
Denton, Robert L. . . . .	Bayonne, Hudson.
De Viney, Jane S. . . . .	Juliestown, Burlington.
ewson, Mamie . . . . .	Beverly, Burlington.
ungan, Temple . . . . .	Harlingen, Somerset.

# STATE NORMAL SCHOOL REPORT.

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Name.	Residence.
Ewart, Carrie B. . . . .	Windsor, Mercer.
Fritz, Stella M. . . . .	Trenton, Mercer.
Garrison, Blanche E. . . . .	Camden, Camden.
Garrison, Edward W. . . . .	Dividing Creek, Cumberland.
Gaston, Mabel . . . . .	Somerville, Somerset.
Gilmour, Ellie . . . . .	Arlington, Hudson.
Goodwin, Matilda E. . . . .	Palisades Park, Bergen.
Greenlie, Mattie . . . . .	Passaic, Passaic.
Hackett, Bessie . . . . .	Salem, Salem.
Haley, Mary C. . . . .	Philadelphia, Pa.
Halstead, Lillian . . . . .	Midland Park, Bergen.
Hand, Mary A. . . . .	Port Norris, Cumberland.
Hilliard, Lizzie . . . . .	Absecon, Atlantic.
Hilliard, Marion P. . . . .	Vincentown, Burlington.
Hinshelwood, Mabel . . . . .	Englishtown, Middlesex.
Hoffman, E. Frances . . . . .	Frenchtown, Hunterdon.
Huff, Nita V. . . . .	Trenton, Mercer.
Huffington, Dennis . . . . .	Woodbury, Gloucester.
Ingling, Eva L. . . . .	Navesink, Monmouth.
Jacobs, Lillian C. . . . .	Hammonton, Atlantic.
Johnson, Gertrude . . . . .	Toms River, Ocean.
Kelley, Kate C. . . . .	New Hope, Pa.
Kimble, Lizzie . . . . .	Augusta, Sussex.
Kinsley, Myra . . . . .	Brown's Mills, Burlington.
Koehler, Christine . . . . .	Riverton, Burlington.
Lair, Nellie E. . . . .	Glen Gardner, Hunterdon.
Leeds, Mabel . . . . .	Rutherford, Bergen.
Le Fevre, Anna L. . . . .	Blackwood, Camden.
Losey, Asa W. . . . .	Flatbrookville, Sussex.
Ludlow, Elmer M. . . . .	Haddonfield, Camden.
Lyon, Anna L. . . . .	Newark, Essex.
McAlevy, Mary . . . . .	Perth Amboy, Middlesex.
McFaddin, Frances . . . . .	Long Branch, Monmouth.
Meade, Mary P. . . . .	Perth Amboy, Middlesex.
Meseroll, Elizabeth . . . . .	N. Long Branch, Monmouth.
Miller, Elizabeth . . . . .	Yardley, Pa.
Mundy, Iva M. . . . .	Millington, Morris.
Murphy, Maizie V. . . . .	Trenton, Mercer.
Patterson, Sarah . . . . .	Westville, Gloucester.
Payran, F. Olivia . . . . .	Trenton, Mercer.
Pember, Gertrude . . . . .	Long Hill, Morris.
Pettitt, Florence V. . . . .	Millville, Cumberland.
Potter, Ella D. . . . .	Trenton, Mercer.
Reed, Elizabeth M. . . . .	Titusville, Mercer.
Reger, Sadie E. . . . .	Succasunna, Morris.
Rosekrans, Cora . . . . .	Walpack Centre, Sussex.
Russ, Etta . . . . .	Beverly, Burlington.

Name.	Residence.
Salzer, Sadie . . . . .	Mahwah, Bergen.
Sarson, Fred K. . . . .	Oxford, Warren.
Scott, Bertha . . . . .	Trenton, Mercer.
Scott, Dora M. . . . .	Trenton, Mercer.
Scull, Mary N. . . . .	Barnegat, Ocean.
Shauger, Bertha A. . . . .	Rockaway, Morris.
Skillman, Mary B. . . . .	Skillman, Somerset.
Somers, May . . . . .	Oceanville, Atlantic.
Staats, Margaret . . . . .	Somerville, Somerset.
Sullivan, Peter . . . . .	Stockton, Hunterdon.
ThurLOW, Mae G. . . . .	Sewell, Gloucester.
Van Harler, Hannah . . . . .	Trenton, Mercer.
Vogel, Hannah . . . . .	Trenton, Mercer.
Wait, Mary E. . . . .	Perth Amboy, Middlesex.
Walton, Amy E. . . . .	Carversville, Pa.
Walton, Charles E. A. . . . .	Califon, Hunterdon.
Welanetz, Caroline . . . . .	Jersey City, Hudson.
Williamson, Charles . . . . .	Mt. Pleasant, Hunterdon.
Wright, Gertrude . . . . .	Masonville, Burlington.

## B SECOND.

Allen, Kate . . . . .	Bordentown, Burlington.
Allen, Mildred L. . . . .	Trenton, Mercer.
Anderson, Harriet . . . . .	Perth Amboy, Middlesex.
Antrim, Alice . . . . .	Burlington, Burlington.
Armstrong, Jennie . . . . .	Ewingville, Mercer.
Ayres, Augusta M. . . . .	Andover, Sussex.
Bailey, Mary A. . . . .	Clifton, Passaic.
Behm, Henrietta . . . . .	Atlantic City, Atlantic.
Benjamin, Mame . . . . .	Hopewell, Mercer.
Birdsall, Lina H. . . . .	Waretown, Ocean.
Bonnell, Margaret J. . . . .	Red Bank, Monmouth.
Buckson, Elizabeth L. . . . .	Vineland, Cumberland.
Burt, Ella S. . . . .	Cohansey, Salem.
Carroll, Louis C. . . . .	Dennisville, Cape May.
Carson, Matilda . . . . .	Red Bank, Monmouth.
Case, Harriet C. . . . .	Reigelsville, Warren.
Casper, Josephine S. . . . .	Salem, Salem.
Chamberlain, John L. . . . .	Baptisttown, Hunterdon.
Clabby, Anastasia M. . . . .	Passaic, Passaic.
Clark, Laura . . . . .	Deckertown, Sussex.
Cliver, Sadie V. . . . .	Camden, Camden.
Cody, Elizabeth G. . . . .	Trenton, Mercer.
Conant, Florence E. . . . .	Passaic, Passaic.
Conover, Irma G. . . . .	New York, N. Y.
Cooke, Rebecca G. . . . .	Pennsville, Salem.

## STATE NORMAL SCHOOL REPORT.

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Name.	Residence.
Cooper, Joseph W. . . . .	Lambertville, Hunterdon.
Corson, Edith . . . . .	Mauricetown, Cumberland.
Cuddy, Helen E. . . . .	New Brunswick, Middlesex.
D'Arcus, Janette M. . . . .	Trenton, Mercer.
Dickinson, Caroline . . . . .	Chatham, Morris.
Diecks, Ella . . . . .	Livingston, Essex.
Dougherty, May . . . . .	Florence, Burlington.
Eaton, Jessica M. . . . .	Brooklyn, N. Y.
Edwards, Hattie S. . . . .	Ocean View, Cape May.
Everitt, Media . . . . .	South Amboy, Middlesex.
Flynn, Marie M. . . . .	Trenton, Mercer.
Foulks, Eva S. . . . .	Stevens, Burlington.
Frazee, Henry P. . . . .	Allenwood, Monmouth.
Frey, Bertha T. . . . .	Yardley, Pa.
Fretz, Mary H. . . . .	Milton, Morris.
Gosline, Cordelia F. . . . .	Camden, Camden.
Greenwood, Edna A. . . . .	New Brunswick, Middlesex.
Halsey, Cornelia . . . . .	South Orange, Essex.
Hancock, Edith E. . . . .	Mount Hermon, Warren.
Hart, Phebe I. . . . .	Trenton, Mercer.
Henderson, Lizzie S. . . . .	New Brunswick, Middlesex.
Henry, Evilyn . . . . .	Penns Grove, Salem.
Hermann, Katie . . . . .	Carteret, Middlesex.
Hildebrant, Grace . . . . .	Elizabeth, Union.
Hoagland, Mary . . . . .	Harlingen, Somerset.
Horner, Lillian . . . . .	Manchester, Ocean.
Hughes, Florence N. . . . .	Jersey City, Hudson.
Huselson, Arthur J. . . . .	Delaware, Warren.
Inscho, Frances . . . . .	Washington, Warren.
Jackson, May . . . . .	Trenton, Mercer.
Jacobs, Mary . . . . .	Hammonton, Atlantic.
Jay, Edwin . . . . .	Vineland, Cumberland.
Jenkinson, Elizabeth . . . . .	Atlantic Highlands, Mon.
Johnson, Bessie . . . . .	Trenton, Mercer.
Justice, Agnes C. . . . .	Pedricktown, Salem.
Kitchell, Millicent . . . . .	Rockaway, Morris.
Lane, Abbie M. . . . .	Tuckerton, Ocean.
Lane, May A. . . . .	Passaic, Passaic.
Langan, Helen A. . . . .	Perth Amboy, Middlesex.
Lansing, Carrie E. . . . .	Trenton, Mercer.
La Roe, Ida . . . . .	Deckertown, Sussex.
Laubenstein, Mary A. . . . .	Lambertville, Hunterdon.
Layton, Carrie E. . . . .	Walpack Centre, Sussex.
Layton, Clara T. . . . .	Penns Grove, Salem.
Layton, Laura . . . . .	Walpack Centre, Sussex.
Mason, Mattie . . . . .	Slackwood, Mercer.
Max, Catharine . . . . .	New Brunswick, Middlesex.



Name.	Residence.
McCollum, Mabel E. . . . .	Delaware, Warren.
McCulley, Elizabeth . . . . .	Berlin, Camden.
McDavid, Charles H. . . . .	Gibbsborough, Camden.
Meliff, Mary . . . . .	Trenton, Mercer.
Miller, Marcia . . . . .	South Dennis, Cape May.
Miller, Mary E. . . . .	Magnolia, Camden.
Miller, Stella . . . . .	Milford, Hunterdon.
Mongar, Sadie N. . . . .	Trenton, Mercer.
Mood, Clara . . . . .	Terrell, Gloucester.
Morley, Edith H. . . . .	Trenton, Mercer.
North, F. Gertrude . . . . .	Hammoncton, Atlantic.
Olmstead, M. Beatrice . . . . .	South Amboy, Middlesex.
Peace, Susie E. . . . .	Port Norris, Cumberland.
Pearson, Maude A. . . . .	Wenonah, Gloucester.
Queen, Josephine . . . . .	Stockton, Hunterdon.
Radford, Florence . . . . .	Trenton, Mercer.
Rigly, Elizabeth . . . . .	Princeton, Mercer.
Robbins, Ruth B. . . . .	Port Norris, Cumberland.
Rouse, Hattie L. . . . .	Jersey City, Hudson.
Runyon, Elizabeth . . . . .	Millington, Morris.
Rush, Anna M. . . . .	Washington, Warren.
Rosenkrans, Dorothy Q. . . . .	Pattensburg, Hunterdon.
Sharp, Nora M. . . . .	Trenton, Mercer.
Shaw, Belle C. . . . .	Somerville, Somerset.
Slover, Meda C. . . . .	South Amboy, Middlesex.
Smoyer, Victoria M. R. . . . .	Belvidere, Warren.
Sooy, Florence P. . . . .	Mantua, Gloucester.
Sprague, Louise . . . . .	Springfield, Union.
Straub, Carrie . . . . .	South Amboy, Middlesex.
Tantum, M. Ella . . . . .	Bound Brook, Somerset.
Taylor, I. Della . . . . .	Trenton, Mercer.
Taylor, Iona . . . . .	Trenton, Mercer.
Thompson, Hanna M. . . . .	Penns Grove, Salem.
Thompson, Marion W. . . . .	Elizabeth, Union.
Tice, Amy . . . . .	Williamstown, Gloucester.
Travers, Annie . . . . .	Locust, Monmouth.
Van Harler, Elizabeth . . . . .	Trenton, Mercer.
Vaughan, James . . . . .	Lafayette, Sussex.
Voorhees, Edna M. . . . .	White House, Hunterdon.
Voorhees, Viola . . . . .	Highlands, Monmouth.
Walrath, Carrie L. . . . .	Stockton, Hunterdon.
White, Lillian . . . . .	Bordentown, Burlington.
Williams, May . . . . .	Trenton, Mercer.
Zelley, Cora F. . . . .	Cramer Hill, Camden.
Zelley, Alice . . . . .	Burlington, Burlington.

## STATE NORMAL SCHOOL REPORT.

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## B FIRST.

Name.	Residence.
Anthony, Lelia . . . . .	Burlington, Burlington.
Beavers, Anna M. . . . .	Califon, Hunterdon.
Bennett Hazel G. . . . .	Trenton, Mercer.
Borschneck, Emma . . . . .	Rutherford, Bergen.
Blackwell, Mayme . . . . .	Penn Valley, Pa.
Buseck, Lena . . . . .	Passaic, Passaic.
Chamberlain, Archie . . . . .	Milton, Morris.
Cleary, Mary T. . . . .	Trenton, Mercer.
Comp, Frances . . . . .	Yardville, Mercer.
Compton, Mabel . . . . .	Mauricetown, Cumberland.
Cole, Daisy . . . . .	Boonton, Morris.
Dalton, Adele S. . . . .	Trenton, Mercer.
Davall, Elsie . . . . .	Camden, Camden.
Davis, Anna M. . . . .	Chester, Morris.
Davis, Effa . . . . .	Milford, Del.
Davis, Jeanette . . . . .	White House Station, Hunt.
Davis, Mary C. . . . .	Milford, Del.
Davison, Emily . . . . .	Manasquan, Monmouth.
Donohue, Kate . . . . .	New Hope, Pa.
Doremus, Anna . . . . .	Irvington, Essex.
Dougherty, Katherine . . . . .	Florence, Burlington.
Du Bois, Nellie S. . . . .	Fort Lee, Bergen.
Edgar, Maude . . . . .	Atlantic Highlands, Mon.
Garretson, Mattie V . . . . .	Rahway, Union.
Gerke, Harry D . . . . .	Alpine, Bergen.
Griffith, Maude . . . . .	Florence, Burlington.
Haines, Viola W. . . . .	Georgetown, Burlington.
Harris, Jennie . . . . .	Ocean Grove, Monmouth.
Hayes, Martha . . . . .	Trenton, Mercer.
Herron, Katie I. . . . .	Bordentown, Burlington.
Hinkle, Jessie R. . . . .	Helmetta, Middlesex.
Hoffman, Estelle H. . . . .	High Bridge, Hunterdon.
Honnell, Susie L. . . . .	Long Island City, N. Y.
Kerlin, Marion . . . . .	Columbus, Burlington.
Kuchlin, Alice E. . . . .	Alpine, Bergen.
Kuhn, Bessie A. . . . .	Oceanic, Monmouth.
MacDonald, Alleta S . . . . .	Monmouth Junc., Middlesex.
Marsden, Ada S. . . . .	Fort Lee, Burlington.
Martine, Bessie L. . . . .	New Brunswick, Middlesex.
Mathiasen, Otena . . . . .	Perth Amboy, Middlesex.
McCain, Blanche . . . . .	Trenton, Mercer.
Minard, Julia I. . . . .	Berlin, Camden.
Morris, Margaret . . . . .	Hatboro, Pa.
Mumyan, Gertrude T. . . . .	Fairton, Cumberland.
O'Hara, Christina G. . . . .	Gloucester City, Camden.
Otis, Henrietta . . . . .	Tuckerton, Ocean.

Name.	Residence.
Phillips, Anna M. . . . .	Trenton, Mercer.
Polhemus, Laura . . . . .	Freehold, Monmouth.
Reper, Mary . . . . .	High Bridge, Hunterdon.
Roberts, Mattie B . . . . .	Trenton, Mercer.
Robinson, Myrtie . . . . .	Allentown, Monmouth.
Ross, Bertha L. . . . .	Cape May C. H., Cape May.
Slack, Jennie . . . . .	Landing, Morris.
Still, Mary E. . . . .	Mount Holly, Burlington.
Street, Carrie M. . . . .	Trenton, Mercer.
Summerill, Sara A . . . . .	Penns Grove, Salem.
Swift, May J. . . . .	Bordentown, Burlington.
Wainright, Rachel M. . . . .	Lanoka, Ocean.
Wack, Kittie U. . . . .	Califon, Hunterdon.
Watson, Bertha . . . . .	Asbury, Warren.
Wright, Lulu . . . . .	Bernardsville, Somerset.

# Model School Registry.

## High School Department.

### *Males.*

#### POST-GRADUATE.

Name.	Residence.
Zandt, Fred. B. . . . .	Jamesburg.

#### *Senior Class.*

Bamford, William B. . . . .	Trenton.
Brace, Frederic R. . . . .	Trenton.
Buchanan, Malcolm G. . . . .	Trenton.
Clemons, Arthur H. . . . .	Helmetta.
Ely, Ryke . . . . .	Deans.
Evans, Samuel . . . . .	Trenton.
Hilson, Cleaveland . . . . .	Trenton.
Holcombe, Emley M. . . . .	Lambertville.
Hollingsworth, Albert D. . . . .	Scotch Plains.
Katzenbach, Edward L. . . . .	Trenton.
Lowery, Robert J. . . . .	Bernardsville.
Lull, C. Edward T. . . . .	Chester, Pa.
Roebling, Ferd. W., Jr. . . . .	Trenton.
Rose, C. Reseau . . . . .	South Amboy.
Schoonover, Frank E. . . . .	Trenton.
Slack, Marshall D. . . . .	Yardley, Pa.
Voorhees, S. Francis . . . . .	Rocky Hill.
Wicoff, John V. B. . . . .	Plainsboro.
Williamson, Walter W. . . . .	Trenton.
Wright, Albert S. . . . .	Trenton.

#### A CLASS.

Backus, Richard A. . . . .	Trenton.
Buckman, Clarence J. . . . .	Langhorne, Pa.
Breese, E. Yard . . . . .	Trenton.
Dickinson, Lynford M. . . . .	Trenton.
English, Charles . . . . .	Trenton.
Glover, Charles P., Jr. . . . .	Trenton.
Hill, Thomas C. . . . .	Trenton.
Hurd, William . . . . .	Dover.

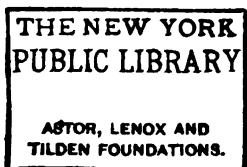
Name.	Residence.
Lindsay, John N., Jr. . . . .	Trenton.
McKenzie, Egbert G. . . . .	Trenton.
Murphy, Edward . . . . .	Bath Beach, L. I.
Peace, Charles W. . . . .	Port Norris.
Rittenhouse, Ed. W. . . . .	Lambertville.
Stradling, Jas. G. . . . .	Edgewater Park.
West, Edgar L. . . . .	Hamilton Square.
Valentine, Roy . . . . .	Ledgewood.

## B CLASS.

Breese, James Y. . . . .	Trenton.
Burton, James K. . . . .	Tullytown, Pa.
Camp, Charles W. . . . .	Trenton.
Cauldwell, Howard . . . . .	Trenton.
Lowenstein, Sol. A. . . . .	Trenton.
Robbins, Frank B. . . . .	Port Norris.
Studdiford, Douglass . . . . .	Lambertville.
Young, Henry G. W. . . . .	Trenton.

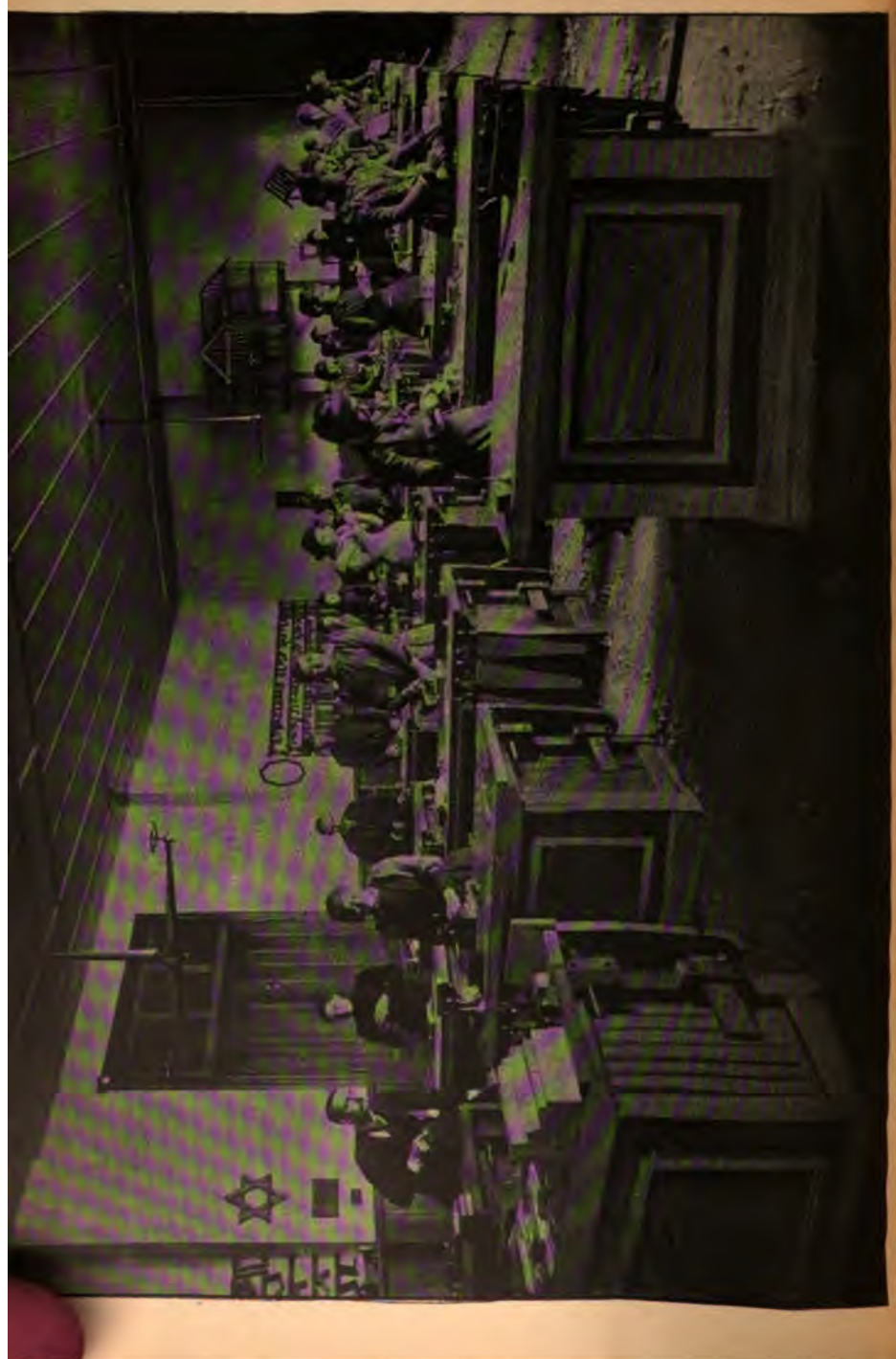
## C CLASS.

Anderson, R. Earle . . . . .	Trenton.
Barnes, John H. . . . .	Brooklyn, N. Y.
Bergen, Herbert S. . . . .	Somerville.
Brian, John G. . . . .	Trenton.
Brown, Frank H. . . . .	Dover.
Carter, William . . . . .	Fieldsborough.
Cobb, W. Ripley . . . . .	Newark.
Colkitt, Norris J. . . . .	Vincentown.
Dahlgren, Winthrop . . . . .	Trenton.
Griffith, George . . . . .	Trenton.
Gilland, Harry A. . . . .	Pompton Plains.
Hanson, Howard E. . . . .	Trenton.
Hamill, Barker G. . . . .	Trenton.
Hewitt, Charles C. . . . .	Trenton.
Hilson, Hugh . . . . .	Trenton.
Howell, Fred E. . . . .	Trenton.
Jenkins, Weston Jr . . . . .	Trenton.
Kent, Morton M. . . . .	Penn Valley.
Klein, Harry A. . . . .	Trenton.
Lawrence, Frank D. . . . .	Trenton.
May, Lawrence C. . . . .	Trenton.
Messler, Benjamin E . . . . .	Trenton.
Norman, Bryant . . . . .	Milton.
Pierson, Ellis L. . . . .	Trenton.
Schultz, John A. . . . .	Trenton.
Stretch, Albert J. . . . .	Trenton.



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TILDEN FOUNDATIONS.



## Grammar School Department.

## A CLASS.

Name.	Residence.
Abbott, Leon . . . . .	Trenton.
Aitkin, Elzey S. . . . .	Trenton.
Baumgartner, Charles G. . . . .	Trenton.
Bellerjeau, William Y. . . . .	Trenton.
Bellis, Alfred P. S. . . . .	Trenton.
Britton, John K. . . . .	Trenton.
Burgess, William, Jr. . . . .	Morrisville, Pa.
Bird, Fred. . . . .	Trenton.
Clancey, James F. . . . .	Trenton.
Craft, Edmund . . . . .	Trenton.
Conway, Francis . . . . .	Lambertville.
Dunning, Edward S. . . . .	Trenton.
Dye, Samuel K. . . . .	Trenton.
English, Claude J. . . . .	Trenton.
Gandy, Ferd. . . . .	Trenton.
Jackson, Russell J. . . . .	Trenton.
Katzenbach, Welling S. . . . .	Trenton.
Miller, Edward M. . . . .	Cape May City.
McCauley, Gordon . . . . .	Glen Moore.
Morse, F. Raymond . . . . .	Trenton.
Packer, Donald J. . . . .	Trenton.
Potter, William S. . . . .	Jamesburg.
Roebbing, Washington A. . . . .	Trenton.
Rogers, Lawrence H. . . . .	Trenton.
Sands, Joseph H. . . . .	Trenton.
Stites, William B. . . . .	Port Norris.
Spilsbury, Raymond G. . . . .	Trenton.
Updike, Levi, Jr. . . . .	Trenton.
Wilson, Edward C. . . . .	Morrisville, Pa.
Wilson, Harry P. . . . .	Trenton.
Williams, Percy . . . . .	Trenton.

## B CLASS.

Anderson, Richard C. . . . .	Trenton.
Bamford, Charles E. . . . .	Trenton.
Bodine, Joseph L. . . . .	Trenton.
Burgess, Stewart . . . . .	Morrisville, Pa.
Burton, A. Russell . . . . .	Tullytown, Pa.
Botti, Louis . . . . .	Lambertville.
Crossley, George . . . . .	Trenton.
Cloke, Paul . . . . .	Trenton.
Cooley, Walter . . . . .	Trenton Junction.
Farley, Marcus M. . . . .	Trenton.



Name.	Residence.
Frentz, George . . . . .	Scotch Plains.
Hewitt, Waldburg . . . . .	Trenton.
Hurley, Michael . . . . .	Trenton.
Howell, J. Roscoe . . . . .	Trenton.
Jenkins, Donald . . . . .	Trenton.
Katzenbach, Hall . . . . .	Trenton.
Kennedy, Charles B. . . . .	Trenton.
MacCrellish, William . . . . .	Trenton.
Martindale, William . . . . .	Trenton.
Oliphant, Orville D. . . . .	Trenton.
Pitman, Earle . . . . .	Trenton.
Proud, Norman . . . . .	Moore, Pa.
Randall, Lewis . . . . .	Trenton.
Stokes, Robert . . . . .	Trenton.
Spilsbury, Persifor . . . . .	Trenton.
Tams, Thomas W. . . . .	Trenton.
Thomas, Albert H. . . . .	Trenton.
Throp, Russell R. . . . .	Trenton.
Titus, Welling . . . . .	Trenton.
Westervelt, Horace . . . . .	Newark.
Whitehead, Russell . . . . .	Trenton.
Witte, Fred. C. . . . .	Trenton.

## C CLASS.

Bullock, Edwin . . . . .	Trenton.
Baumgartner, Howard . . . . .	Trenton.
Beasley, Carl . . . . .	Trenton.
Biles, Harry S. . . . .	Trenton.
Baker, Fred. S. . . . .	Trenton.
Brian, Charles . . . . .	Trenton.
Brooke, John . . . . .	Trenton.
Bunting, Oscar L. . . . .	Trenton.
Bunting, Plummer . . . . .	Trenton.
Clinton, Arthur . . . . .	Trenton.
Dale, Ernest G. . . . .	Trenton.
Deemer, Nelson . . . . .	Trenton Junction.
Donnelly, Richard A. . . . .	Trenton.
Doyle, Arthur W. . . . .	Trenton.
Dickinson, Sackett . . . . .	Trenton.
Green, Bayard M . . . . .	Trenton.
Green, Charles . . . . .	Trenton.
Fine, Joseph . . . . .	Trenton.
Garbi, Louis . . . . .	New York City, N. Y.
Hays James L. . . . .	Trenton.
Hillman, LeRoy A. . . . .	Trenton.
Lee, Clarence . . . . .	Trenton.
MacKenzie, Harold . . . . .	Trenton.

# STATE NORMAL SCHOOL REPORT.

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Name.	Residence.
Martinette, Henry . . . . .	Trenton.
Murphy, Daniel . . . . .	Trenton.
Phillips, William . . . . .	Cape May City.
Risdon, Levi P. . . . .	Trenton.
Tompkins, Vinton D. . . . .	Trenton.
Watson, John C. . . . .	Trenton.

## D CLASS.

Binder, Walter, Jr. . . . .	Trenton.
Bechtel, Fred . . . . .	Trenton.
Burr, Herbert J. . . . .	Hasbrouck Heights.
Cook, Elliott D. . . . .	Trenton.
Closson, F. Harvey . . . . .	Trenton.
Covert, Willie . . . . .	Trenton.
Davis, Arthur G. . . . .	Trenton.
Davies, Van Valkenburgh . . . . .	Demarest.
Dunham, George . . . . .	Trenton.
Guckenmuhs, Francis . . . . .	Trenton.
Martinette, Peter S. . . . .	Trenton.
Mordell, Fred. W. . . . .	Trenton.
Murphy, William . . . . .	Trenton.
Morse, Louis C. . . . .	Trenton.
Pearson, George . . . . .	Trenton.
Phillips, James . . . . .	Trenton.
Phillips, Raymond . . . . .	Trenton.
Phillips, Raymond F. . . . .	Trenton.
Shu'ze, Carl . . . . .	Trenton.
Scudder, Darcy H. . . . .	Trenton.
Tallman, James . . . . .	Columbus.
Van Cleef, John H. . . . .	Belle Mead.
Whitehead, Radcliffe . . . . .	Trenton.

## Primary Department.

### FOURTH YEAR.

Beasley, J. Jeffries . . . . .	Trenton.
Burke, Louis L. . . . .	Trenton.
Clark, Earl S. . . . .	Trenton.
Condict, James P. . . . .	Trenton.
Dunham, John S. . . . .	Trenton.
Eccles, Warren . . . . .	Trenton.
Grant, William H., Jr. . . . .	Trenton.
Lanning, Kenneth H. . . . .	Trenton.
Myers, C. Mercer . . . . .	Trenton.
Nelson, Henry W. . . . .	Trenton.

Name.	Residence.
Oakley, George C. . . . .	Trenton.
Simmons, Willard . . . . .	Trenton.
Skellenger, H. Burtis . . . . .	Trenton.
Thomas, George H. . . . .	Trenton.
Voorhees, Harris W. . . . .	Trenton.
Whitehead, J. Murray . . . . .	Trenton.
Whithhead, Charles E. . . . .	Trenton.
Wood, Trumbull I. . . . .	Trenton.

## THIRD YEAR.

Brock, Howard . . . . .	Trenton.
Burd, Harry . . . . .	Trenton.
Clark, John . . . . .	Trenton.
Combs, John . . . . .	Trenton.
Crook, Thomas . . . . .	Trenton.
Farley, LeRoy . . . . .	Trenton.
Fort, Clifford . . . . .	Trenton.
Germain, Leon . . . . .	Trenton.
Howell, Edmund . . . . .	Trenton.
Hooper, John . . . . .	Trenton.
Levy, Harold . . . . .	Trenton.
Mountford, Fred . . . . .	Trenton.
Nealey, Ewing . . . . .	Trenton.
Oliphant, Ross . . . . .	Trenton.
Prior, Walter . . . . .	Trenton.
Scudder, John . . . . .	Trenton.
Stokes, Joseph . . . . .	Trenton.
Smith, William . . . . .	Trenton.
Tams, Blaine . . . . .	Trenton.
Yard, George . . . . .	Trenton.

## SECOND YEAR.

Brenneman, Henry . . . . .	Trenton.
Bullock, William . . . . .	Trenton.
Cook, Roscoe . . . . .	Trenton.
Gundling, Joseph . . . . .	Trenton.
Handley, H. Mailler . . . . .	Trenton.
Harper, Frank . . . . .	Morrisville, Pa.
Howell, Marvin . . . . .	Trenton.
Hurley, Charles . . . . .	Trenton.
Knowles, Edward . . . . .	Trenton.
Leavitt, Fred. . . . .	Trenton.
Loyde, George . . . . .	Trenton.
Manning, Alex. . . . .	Trenton.
Martindale, Hugh . . . . .	Trenton.
May, Jerome . . . . .	Trenton.
Morrow, Frank . . . . .	Trenton.

Name.	Residence.
Mumper, Hulings . . . . .	Trenton.
Moses, John, Jr. . . . .	Trenton.
Pope, Stanley . . . . .	Trenton.
Rodgers, Amos . . . . .	Trenton.
Simon, Leonard . . . . .	Trenton.
Slack, LeRoy . . . . .	Trenton.
Sloan, Frederick . . . . .	Trenton.
Spilsbury, Hugh . . . . .	Trenton.
Tams, Raymond . . . . .	Trenton.
Yard, A. Townsend . . . . .	Trenton.

## FIRST YEAR.

Brown, Carroll . . . . .	Trenton.
Burtis, Spencer . . . . .	Trenton.
Boyle, Raymond . . . . .	Trenton.
Cloke, Philip . . . . .	Trenton.
Crossley, Bernard . . . . .	Trenton.
Dolton, William . . . . .	Trenton.
Fox, Charles . . . . .	Trenton.
Hall, Francis B. . . . .	Trenton.
Howell, Raymond . . . . .	Trenton.
Lanning, Robert . . . . .	Trenton.
Lee, Howard . . . . .	Trenton.
Miller, Bertrand . . . . .	Trenton.
Morrow, Robert . . . . .	Trenton.
Marshall, Thomas . . . . .	Trenton.
Marshall, Fred. . . . .	Trenton.
MacKenzie, J. Duncan . . . . .	Trenton.
Noble, William . . . . .	Trenton.
Oliphant, Donald . . . . .	Trenton.
Parker, Jack . . . . .	Trenton.
Roberts, Lloyd . . . . .	Trenton.
Schaaf, David . . . . .	Trenton.
Tompkins, Douglass . . . . .	Trenton.
Traver, Morris . . . . .	Trenton.
Traver, Lewis . . . . .	Trenton.
Walsh, William . . . . .	Trenton.
Willets, Henry . . . . .	Trenton.

## SUMMARY.

Whole number enrolled during the year . . . . .	275
Number enrolled the First Quarter, . . . . .	248
Number enrolled the Second Quarter, . . . . .	247
Number enrolled the Third Quarter, . . . . .	242
Number enrolled the Fourth Quarter, . . . . .	234
Average number enrolled per quarter, . . . . .	243

## High School Department.

*Females.*

## SENIOR CLASS.

Name.	Residence
Barwis, Mary Ada . . . . .	Trenton.
Budd, Mary H. . . . .	Chester.
Camp, Bessie A. . . . .	Crosswicks.
Coleman, Mary A. . . . .	Trenton.
Crisp, Hattie . . . . .	Trenton.
Crisp, Katherine B. . . . .	Trenton.
Conover, Mary . . . . .	Lambertville.
Dixon, Marion . . . . .	Trenton.
Faussett, Cora M. . . . .	Trenton.
Griggs, Bessie R. . . . .	Franklin Park.
Holcombe, Osie R. . . . .	Hopewell.
Leeds, Cora H. . . . .	Trenton.
Maddock, Anna P. . . . .	Trenton.
Moyer, Emily A. . . . .	Trenton.
Murphy, Anna C. . . . .	Trenton.
Potts, Mabel . . . . .	Trenton.
Potter, Ella D. . . . .	Imlaystown.
Reed, Ella . . . . .	Hopewell.
Slack, Bertha B. . . . .	Frenchtown.
Thomas, Mary L. . . . .	Trenton.
Taylor, Lucie C. . . . .	Morrisville, Pa.
Vanderbilt, Mabel T. . . . .	Princeton.
White, Helen E. . . . .	Yardley, Pa.

## A CLASS.

Berry, Mary E. . . . .	Trenton.
Curtis, Ethel E. . . . .	Trenton.
Dale, May . . . . .	Trenton.
Earl, Florence A. . . . .	Elizabeth.
Ford, Helen R. . . . .	Crosswicks.
Hendrickson, Rebekah . . . . .	Davis.
La Rue, Elizabeth E. . . . .	Trenton.
White, E. Florence . . . . .	Tullytown, Pa.
Wood, Mary R. . . . .	Trenton.

## B CLASS.

Bodine, Elizabeth D. . . . .	Trenton.
Borschneck, Emma . . . . .	Rutherford.
Bruen, Harriet D. . . . .	Rockaway.
Brunyate, Josephine K. . . . .	Trenton.

# STATE NORMAL SCHOOL REPORT.

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Name.	Residence.
Compton, Mabel . . . . .	Mauricetown.
Green, Lucile . . . . .	Trenton.
Hixson, Laura Bell . . . . .	Elizabeth.
Hoffman, Katherine . . . . .	Englishtown.
Jones, Mary Emma . . . . .	Rockaway.
MacCrellish, Elizabeth . . . . .	Trenton.
Marple, Grace . . . . .	Langhorne, Pa.
Millsbaugh, Josephine S. . . . .	Wickatuck.
Moore, Maude W. . . . .	Trenton.
Raymond, Clare S. . . . .	Lawrenceville.
Rogers, Ada May. . . . .	Trenton.
White, Sarah M. . . . .	Penn Valley, Pa.

## C CLASS.

Crossley, Alicia B. . . . .	Trenton.
Dalton, Adele, . . . . .	Trenton.
Dye, Juliet F. . . . .	Trenton.
Ege, Mary H. . . . .	Hopewell.
Elvin, Lucile . . . . .	Bridgeport.
Farr, Emily H. . . . .	Lawrenceville.
Glover, Sophie D. . . . .	Trenton.
Hayes, F. Evelyn . . . . .	Trenton.
Hendrickson, Clara May . . . . .	Trenton.
Heinsheimer, Mabelle . . . . .	Newark.
Hoagland, Marie L. . . . .	Griggstown.
Howell, Agnes W. . . . .	Trenton Junction.
Howell, Thirza A. . . . .	Morrisville, Pa.
Lawrence, Emily M. . . . .	Hulmeville, Pa.
MacCrellish, Belle . . . . .	Trenton.
Martin, Edith B. . . . .	Yardley, Pa.
Mitchell, Clara E. . . . .	Langhorne, Pa.
Packer, Martha M. . . . .	Trenton.
Phillips, Etta K. . . . .	Hopewell.
Rosenkrantz, Dorothy Q. . . . .	Trenton.
Rowland, Grace . . . . .	Dayton.
Russell, Leah . . . . .	Burlington.
Smock, Clara B. . . . .	Trenton.
Street, Carrie M. . . . .	Trenton.
Vandewater, Elsie R. . . . .	Trenton.
Voorhees, Bessie E. . . . .	Wertsville.
Wallis, Freda L. E. . . . .	Trenton.
Weatherby, Gertrude . . . . .	Millville.
Welling, Margaret . . . . .	Trenton.
Yard, Ella B. . . . .	Robbinsville.

## Grammar School Department.

## A CLASS.

Name.	Residence.
Allen, Bertha C. . . . .	Trenton.
Arend, Christian M. . . . .	Deutzville.
Arrison, Lulu . . . . .	Elizabeth.
Bunting, Mary H. . . . .	Trenton.
Burgess, Clara G. . . . .	Morrisville, Pa.
Cole, Helen . . . . .	Trenton.
Davis, Effa P. . . . .	Milford, Del.
Davis, Mary C. . . . .	Milford, Del.
Davison, Mary E. . . . .	Jamesburg.
English, Mary H. . . . .	Trenton.
Goodwin, Agnes . . . . .	Palisades Park.
Harris, Helen J. . . . .	Trenton.
Johnston, Fannie H. . . . .	Trenton.
Knowles, Edna . . . . .	Trenton.
Lane, Isabel M. . . . .	Jamesburg.
Lowenstein, Hortense . . . . .	Trenton.
Maddock, Mattie T. . . . .	Trenton.
Martinette, Louise M. . . . .	Trenton.
Matlack, Bella . . . . .	Trenton.
McLaughlin, Nellie . . . . .	Lambertville.
Moore, Edith . . . . .	Trenton.
Morris, Fannie R. . . . .	Trenton.
Rankin, Isabel . . . . .	Manasquan.
Robbins, Millicent W. . . . .	Hamilton Square.
Robson, Eva D. . . . .	Trenton.
Rouse, Etta L. . . . .	Lawrenceville.
Schweizer, Hettie C. . . . .	Trenton.
Shepherd, Genevieve . . . . .	Trenton.
Skillman, Ethel F. . . . .	Trenton.
Soden, Ada . . . . .	Jamesburg.
Sterling, Bertha . . . . .	Morrisville, Pa.
Summers, Mary Rachel A. . . . .	Trenton.
Tilton, Abigail . . . . .	Jacobstown.
Titus, Leila K. . . . .	Trenton.
Vanderveer, Mary L. . . . .	Manalapan.
Weatherby, Alleathea . . . . .	Trenton.
Weatherby, Olivia . . . . .	Trenton.
Whitehead, Bertha H. . . . .	Trenton.
Witte, Mabel, . . . . .	Trenton.

## B CLASS.

Larsonson, Bessie . . . . .	Columbus.
Allen, Bertha . . . . .	Trenton.
Armstrong, Hattie . . . . .	Yardville.

# STATE NORMAL SCHOOL REPORT.

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Name.	Residence.
Backus, Maud . . . . .	Trenton.
Beasley, Catharine A. . . . .	Trenton.
Beavers, Anna May . . . . .	Califon.
Bennett, Hazel . . . . .	Trenton.
Berry, Magdalene T. . . . .	Trenton.
Buckman, Mabel . . . . .	Penn Valley, Pa.
Butterworth, Olive . . . . .	Trenton.
Coleman, Helen U. . . . .	Trenton.
Conant, Florence . . . . .	Passaic.
Cook, Ella B. . . . .	Trenton.
Curtis, Mary R. . . . .	Trenton.
Decker, J. Maud, . . . . .	Bordentown.
Dobbins, Florence E. . . . .	Trenton.
Donnelly, Susie C. . . . .	Trenton.
Donohue, Kate . . . . .	New Hope, Pa.
Dye, Helen . . . . .	Trenton.
Emlen, Emma F. . . . .	Florence.
Foster, May . . . . .	Imlaystown.
Gantz, Mary L. . . . .	Morrisville, Pa.
Glover, Mattie M. . . . .	Trenton.
Haines, Viola . . . . .	Georgetown.
Hall, Katharine J. . . . .	Trenton.
Handley, Pauline, . . . . .	Trenton.
Henkle, Jessie Ruth . . . . .	Helmetta.
Herron Catherine I. . . . .	Bordentown.
Hickman, Julia . . . . .	Trenton.
Hilliard, Lizzie . . . . .	Absecon.
Hilson, Marie L. H. . . . .	Trenton.
Kelly, Nellie . . . . .	Lambertville.
Kerr, Hattie . . . . .	Trenton.
Lawman, Myra . . . . .	New York City, N. Y.
Lawton, Bessie . . . . .	Trenton.
Lee, Emma R. . . . .	Hamilton Square.
Magowan, Orilla . . . . .	Trenton.
May, Cassandra . . . . .	Trenton.
Morse, Grace P. . . . .	Prospect Plain.
Mount, Fairy F. M. H. . . . .	Yardville.
Mulford, Linda . . . . .	Woodbury.
O'Hara, Christina . . . . .	Gloucester City.
Otis, Henrietta . . . . .	Tuckerton.
Patterson, Hattie H. . . . .	Chapel Hill.
Priory, Agnes M. . . . .	Trenton.
Pullen, Jennie S. . . . .	Trenton.
Reeder, Nellie . . . . .	Trenton.
Rhinehart, Jennie . . . . .	New Germantown.
Robbins, Mildred . . . . .	Yardville.
Rogers, Reba . . . . .	Columbus.



Name.	Residence.
Scovel, Emily H. . . . .	Bordentown.
Scudder, Louise . . . . .	Trenton.
Skirm, Bessie P. . . . .	Trenton.
Straub, Lottie A. . . . .	South Amboy.
Strauss, Clara . . . . .	Trenton.
Stull, Julia C. . . . .	Trenton.
Swift, Jennie M. . . . .	Bordentown.
Tallman, M. Elsie . . . . .	Columbus.
Tappen, Annie M. . . . .	Plainfield.
Tomlin, Helen . . . . .	Philadelphia, Pa.
Van Cleef, Mary . . . . .	Millstone.
Wack, Kittie . . . . .	Califon.
Walker, Meta L. . . . .	Trenton.
Wallington, Lizzie . . . . .	Trenton.
Watson, Ethel . . . . .	Trenton.
Whitehead, Stella L. . . . .	Trenton.
Worden, Mabel . . . . .	Forked River.
Wright, Florence T. . . . .	Trenton.
Wright, Lulu . . . . .	Bernardsville.
Yard, Clara M. . . . .	Trenton.
Young, Marion L. . . . .	Trenton.

## C CLASS.

Ackerman, Jennie . . . . .	Trenton Junction.
Brian, Millie . . . . .	Trenton.
Brophy, Lizzie . . . . .	Skillman.
Burd, Lucy H. . . . .	Trenton.
Burgelin, Lulu M. . . . .	Trenton.
Byrnes, Kate E. . . . .	Trenton.
Campbell, Fannie C. . . . .	Trenton.
Cook, Isabel . . . . .	Trenton.
Curtis, Janet F. . . . .	Trenton.
Deutz, Alice J. . . . .	Trenton.
Ely, Jessie N. . . . .	Lambertville.
Goodwin, Hannah . . . . .	Palisade Park.
Howell, Cornelia C. . . . .	Trenton.
Kerr, Annie . . . . .	Suffern, N. Y.
Kerr, Berriniece . . . . .	Suffern, N. Y.
Macpherson, Helen K. . . . .	Trenton.
Magowan, Allene E. . . . .	Trenton.
Martine, Bessie L. . . . .	New Brunswick.
May, Edna M. . . . .	Trenton.
Morse, Bessie A. . . . .	Prospect Plain.
Noble, Cornelia S. . . . .	Trenton.
Ochenck, Abbie M. . . . .	Holmdel.
Skillman, Addie V. D. . . . .	Trenton.
Stout, Edith R. . . . .	Trenton.

# STATE NORMAL SCHOOL REPORT.

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Name.	Residence.
Stout, Mary L. . . . .	Slackwood.
Tams, Eugenia M. . . . .	Trenton.
Tantum, Margaret W. . . . .	Trenton.
Trier, Lulu S. . . . .	Trenton.
Westervelt, Elsie. . . . .	Newark.
Williams, Blanche B. . . . .	Trenton.
Worden, Annie . . . . .	Forked River.
Wright, Emma J. . . . .	Trenton.

## D CLASS.

Acock, Bertha S. . . . .	Trenton.
Aitkin, Margaret E. . . . .	Trenton.
Alpaugh, Margery S. . . . .	Trenton.
Baldwin, Mabel . . . . .	Trenton.
Beal, Ethel P. . . . .	Trenton.
Brian, Lillian, . . . . .	Trenton.
Britton, Margaret . . . . .	Trenton.
Burtis, Catherine R. . . . .	Trenton.
Carr, Julia . . . . .	Trenton.
Clark, Mary M . . . . .	Trenton.
Cornew, Ethel N. . . . .	Morrisville, Pa.
Davis, Rose . . . . .	Trenton.
Dobbins, Margaret E. . . . .	Trenton.
English, Helen S. . . . .	Trenton.
Fine, Elizabeth . . . . .	Trenton.
Johnson, Bertha S. . . . .	Trenton.
Jones, Jennie . . . . .	Asylum.
Lovett, Emma V. . . . .	Trenton.
Malley, Margaret E. . . . .	Trenton.
Mocre, Mary S. . . . .	Trenton.
Myers, Hazel F. . . . .	Trenton.
Pierson, Charlotte . . . . .	Trenton.
Reilly, Katherine M . . . . .	Trenton.
Robbins, Susie B. . . . .	Trenton.
Roberts, Marion G. . . . .	Trenton.
Rusling, Emily W. . . . .	Trenton.
Shreve, Ada L. . . . .	Trenton.
Skillman, Josephine, . . . . .	Trenton.
Willetts, Elizabeth, . . . . .	Trenton.
Wilson, Helen M. . . . .	Trenton.

## Primary Department.

### FOURTH YEAR.

Alpaugh, Emily H. . . . .	Trenton.
Cresse, Hannah . . . . .	Trenton.
Harper, Elmira E. . . . .	Morrisville, Pa.



# STATE NORMAL SCHOOL REPORT.

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Name.	Residence.
Stapler, Adele M. . . . .	Trenton.
Stokes, Mary E. . . . .	Trenton.
West, Janet M. . . . .	Trenton.

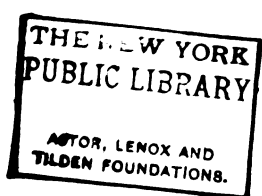
## FIRST YEAR.

Apgar, Anna M. . . . .	Trenton.
Beasley, Mary S. . . . .	Trenton.
Buchanan, Marion H. . . . .	Trenton.
Crozer, Ethel . . . . .	Trenton.
Fell, Mary O. . . . .	Trenton.
Gnichtel, Julia S. . . . .	Trenton.
Hill, Dorothy . . . . .	Trenton.
Hilson, Margaret . . . . .	Trenton.
Jones, Stella . . . . .	Trenton.
Kelly, Maud R. . . . .	Trenton.
MacCrellish, Margaret . . . . .	Trenton.
Macpherson, Elizabeth C. . . . .	Trenton.
Macpherson, Lydia B. . . . .	Trenton.
Metzler, Mary A. . . . .	Trenton.
Rogers, Elsie E. . . . .	Trenton.
Ronan, Lizzelle . . . . .	Trenton.

## SUMMARY.

Whole number enrolled during the year, . . . . .	316
Number enrolled the First Quarter, . . . . .	289
Number enrolled the Second Quarter, . . . . .	280
Number enrolled the Third Quarter, . . . . .	257
Number enrolled the Fourth Quarter, . . . . .	257
Average number enrolled per quarter, . . . . .	271







## Normal School Faculty.

---

JAMES M. GREEN, PH.D., PRINCIPAL.

---

AUSTIN C. APGAR, VICE-PRINCIPAL,  
*Instructor in Botany and Zoology.*

---

WILLIAM N. MUMPER, PH.D.,  
*Instructor in Physics and Chemistry.*

---

AMELIA COOPER HEWITT,  
*Instructor in Chemistry.*

---

MRS. PHEBE E. DINSMORE,  
*Preceptress, Girls' Hall.*

---

EDITH M. LUTHER M.A.,  
*Instructor in English.*

---

DICKINSON H. FARLEY,  
*Instructor in Penmanship and Bookkeeping.*

---

ELIAS F. CARR, PH.D.,  
*Instructor in Higher Mathematics.*

---

MARY C. FIELD,  
*Instructor in Drawing.*



## STATE NORMAL SCHOOL REPORT.

LEVI SEELEY, PH.D.,

*Instructor in History and Science of Education.*

---

KATE D. STOUT,

*Training Teacher.*

---

LILLIE A. WILLIAMS,

*Instructor in Psychology.*

---

CAROLINE MCGUIRE,

*Instructor in Reading and English.*

---

SARAH A. DYNES, PH.B.,

*Instructor in History.*

---

SUSAN A. REILLY,

*Instructor in Geography.*

---

LAURA C. JOHNSON.

*Instructor in Vocal Music.*

---

ALFRED S. BRACE,

*Instructor in Piano and Vocal Solo Music.*

---

H. B. BOICE, M.D.,

*Instructor in Physiology and Director in the Gymnasium.*

---

HARRIETT E. TRASK,

*Instructor in Physical Training.*

STATE NORMAL SCHOOL REPORT.

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CHARLES A. BURT, B.S.,  
*Instructor in Manual Training and Preceptor in Boys' Hall.*

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FRANK H. SCOBAY,  
*Instructor in Algebra and Arithmetic.*

---

WM. J. MORRISON, B.S.,  
*Instructor in History and Arithmetic.*

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MARTHA F. NELSON,  
*Librarian.*



## Model School Faculty.

---

OLIVER C. MORDORF, M.A.,  
SUPERVISOR IN HIGH AND GRAMMAR DEPARTMENTS.  
*Instructor in Latin and Mathematics.*

---

SARAH Y. ELY,  
SUPERVISOR IN HIGH AND GRAMMAR DEPARTMENTS.  
*Instructor in Mathematics.*

---

GRACE A. WOOD,  
SUPERVISOR IN PRIMARY DEPARTMENT.  
*Instructor in D Grade.*

---

C. ERNEST DECHANT, B.A.,  
*Instructor in Mathematics.*

---

ELIZABETH B. JOHNSON,  
*Instructor in English.*

---

J. CLARENCE SMITH, B.A.,  
*Instructor in Latin and Greek.*

---

MELINA A. BOSWORTH,  
*Instructor in History and Literature.*

---

ALICE L. BREWSTER, B.A.,  
*Instructor in Literature and History.*

DICKERSON H. FARLEY,  
*Instructor in Penmanship and Bookkeeping.*

---

MARGARET B. PARKER,  
*Instructor in Drawing.*

---

M. LILIAN NEWMAN,  
*Instructor in Geography.*

---

JOSEPHINE CARLL,  
*Instructor in Arithmetic.*

---

ALICE BROOKS,  
*Instructor in Vocal Music.*

---

GEORGIANA L. MORRILL, PH.D.,  
*Instructor in German.*

---

BERCY A. HUMPHREY,  
*Instructor in Reading and Elementary Science.*

---

ELIZABETH YARD,  
*Instructor in Grammar D.*

---

ANNA B. BOCKIE, B.S.,  
*Substitute Teacher.*

---

MERCY A. PEARSON,  
*Instructor in A Primary.*

## STATE NORMAL SCHOOL REPORT.

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LOUISE B. STRUBLE,  
*Instructor in B Primary.*

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ETHEL C. KNODLE,  
*Instructor in C Primary.*

---

LUCIE J. LULL,  
*Instructor in French.*

---

ALFRED S. BRACE,  
*Instructor in Piano and Vocal Solo Music.*

---

H. B. BOICE, M.D.,  
*Instructor in Physiology and Director in Gymnasium.*

---

HARRIETT E. TRASK,  
*Instructor in Physical Training.*

---

CHARLES A. BURT, B.S.,  
*Instructor in Manual Training.*



# The Normal School.

## REGULATIONS.

### Conditions of Admission.

There cannot be more than six hundred students in the Normal School at one time.

Each county is entitled to at least six times as many students in the school as it has representatives in the Legislature. If the quota from any county is not full, additional students may be received from other counties.

If the number of applicants is larger than the number that can be received, preference will be given in the order of merit shown in the entrance conditions.

1. Applicants must be at least sixteen years of age, and of unquestionable moral character.

2. They must be in good bodily health, and able to sustain a good examination in Orthography, Reading, Arithmetic, Geography, Grammar and U. S. History.

3. They must, unless they prefer to pay tuition, declare their intention to teach in the public schools of this State for at least two years, by signing the following declaration and agreement: "The undersigned, having been admitted as pupils in the New Jersey State Normal School, hereby declare that it is their intention to engage in the employment of teachers in the public schools of this State for at least two years, and that their object in resorting to this school is the better to qualify themselves for that responsible duty. The undersigned also hereby agree to report themselves semi-annually, in writing, for the aforesaid period of two years, to the Principal of the State Normal School, in case they enjoy its privileges for one term or more."

Persons may be admitted without examination on presenting teachers' licenses, school diplomas or superintendents' certificates, testifying to their having completed, in a satisfactory manner, the following subjects, namely: Reading—The ability to read intelligently selections in prose and poetry from the best English authors. Orthography—Spelling with average correctness the words in common usage: Diacritical Marks. Penmanship—Writing a clear and legible hand. Arithmetic—Through Percentage with its most important applications, also Square Root. Geography—Elementary, Physical and Political of each of the Continents. English Grammar—Parts of Speech, with their inflections and modifications: Analysis of sentences and short paragraphs: Punctuation. United States History—Important topics. Bookkeeping—Elementary forms of Single and Double Entry. Physiology and Hygiene—Elementary principles. Algebra—to Quadratics or Plane Geometry.



Graduates of High Schools, on the "Approved List," are admitted to the second year of the course without examination, on presentation of their diplomas. All other applicants must be examined.

#### Examinations for Admission.

New classes begin in September and February.

It is especially desirable that candidates enter at the beginning of a term. Examinations for admission are held on the first three days of each term—Arithmetic and Grammar on the first day, Geography and History on the second, and any other subjects on the third.

Persons desiring to enter the Normal School after the date of the opening of the regular examinations for admission, can do so only on condition of having a date of entrance fixed by the Principal, and paying the sum of five dollars for the special examination. Not more than two dates for special examinations will be fixed during any one term of five months.

The examinations are conducted by the Faculty, and are in writing. A general average of seventy per cent. is required for admission. Applicants for the B grade are examined in Orthography; Reading; Practical Arithmetic, equivalent to Wentworth's Grammar School Arithmetic; Geography, Natural Features, General Physical and Political Facts of the Continents and the United States; Grammar, Parts of Speech, Simple Analysis and Parsing; History, American Colonial History to the close of the Revolutionary War, discussing:

(a) Motives of the leading European nations for making explorations in America, and the claims of each during the sixteenth and seventeenth centuries.

(b) The causes for the long struggle between England and France for mastery in the New World, and the effect of that struggle on our history.

(c) The various methods of founding colonies in the New World.

(d) The social and political life of the colonies as related to the causes of the Revolutionary War.

(e) A general view of the plans of the Revolution rather than detailed accounts of battles.

Applicants for any advanced standing in the course must, in the work preceding that point, pass such an examination as will warrant the Faculty in certifying that they are prepared to teach up to that point.

#### Method.

The teaching in the Normal is professional so far as circumstances will permit. The students are instructed not only in the theory of teaching, but also in the application of the theory to the common school branches. This instruction involves a thorough knowledge of the common school branches, a knowledge of mind, and a knowledge of how to present subject-matter so as to conform to the various stages of mental development.

To promote this three-fold knowledge, the academic side of the work is planned, so far as practicable, as it should be in a regular academic school, the reason for this particular plan given, this reason involving method.

In English Grammar the instruction aims not only to teach correct language, but to encourage its practice by a liberal use of extracts from the

best authors for analysis and study. The plan includes a course of lessons arranged according to the logical dependence of the truths taught, connected work in composition and recitation, and three species of analysis.

The first analysis considers the sentence as a unit, and shows the office of the words in the expression of thought; the second, having the same unit, shows the grammatical construction of the sentence, and the classification and relation of the words; the third, having the theme as the unit, shows the relation and value of the consecutive sentences and paragraphs of the finished production. Each succeeding lesson is based upon preceding work, and the composition of sentences of all varieties and in longer exercises is required.

In Psychology the instruction seeks to promote the highest mental development of the students, and to give a clear and accurate knowledge of the general laws and functions of the human mind. Special attention is given to the order of mental development, and to the application of psychological laws to the mastery and presentation of knowledge. The aim is to guide the best use of the student's own powers, to inculcate the intellectual sympathy indispensable to successful instruction, and to show the relation and adaptation of knowledge to the various stages of the mind's development.

In History the "Seminary Method" is used, so far as means are at hand. The student is introduced, so far as possible, to the originals in art, government, literature, &c.; by a series of questions, the picture of the original is developed in the mind, and the comparison made between that and the present.

The philosophy of Arithmetic is made prominent in its analytical, synthetic and comparative functions. The method pursued looks to the development of rules by close reasoning upon the given data. The *why*, rather than the *how*, is made of paramount importance. Special attention is given to primary work.

In Algebra, stress is laid upon the logical arrangement of subject-matter, proposition, corollary, scolium, &c., being clearly discriminated. The aim is to train the mind to methods of reasoning rather than in mere methods of operating.

In Geometry the student is placed within the field of discovery, and, with a reasonable amount of suggestion, is asked to find out for himself the consecutive steps on the road to his conclusion.

In Geography the aim is to form in the mind of the student a good picture of the relief of a country, and make that picture the basis of his geographical conclusions.

In the Natural Sciences students are called upon to perform the experiments themselves, rather than merely witness them performed by the instructor.

The work in Drawing is related not only to the essentials in art, but also in industries.

In Elocution, attention is given not simply to correct enunciation, articulation, interpretation, &c., but also to correct bearing and manner.

In Penmanship, movement precedes form in the early instruction.

In Theory and Practice, and in the History and Science of Education, great care is given to the comparison of methods, not only in teaching, but also in school organization and government.

In Physical Training the basis is special work and instruction in hygiene for the individual, depending on the student's physical history and on such a physical examination as is necessary to prescribe for individual needs. In general, the work is hygienic, educative and technical.

The primary object is, by regular general exercises, to promote as far as may be the student's own health, that mental power may be at the maximum. These exercises are, secondly, of a nature to improve the carriage and physique and to make the body the ready servant of the will. The agents relied upon are military marching, exercises including Swedish work, exercises with light dumb-bells, wands, Indian clubs and chest weights. Finally, the intention is to give the student a certain amount of drill in exercises which can be used in schools where appliances are not at hand, the bearing of these exercises upon the health, physique and bodily control being brought out during the course in Theory of Physical Training.

In Manual Training the aim is to develop the inventive, constructive and executive powers of the mind, and train the eye and hand. The student is taught the use of tools and their care, the nature of woods, their strength and treatment, the elementary principles of construction, finishing, &c. One feature of the application of these principles is made in constructing apparatus in the department of Natural Sciences.

### Course of Study.

The Course of Study for the Normal School extends through three years of two terms each. The work of the first year is formative in character, designed for such students as have been over it, but not in the thorough and disciplinary manner necessary to those who are to be teachers. While the work of this year cannot be said to be strictly professional, it is made necessary by the conditions of our State, and being taught by the regular Normal teachers, it becomes in a peculiar way preparatory to the strictly professional work of the years to follow.

The work of the second and third years is strictly professional. While Arithmetic, Grammar, Geography, United States History, &c., are again taken up in these years, they are considered fundamentally, in the light of method, or how to teach.

While in presenting the method in some of the higher branches more connected and extended attention is given to the text-matter than is given in some of the lower branches, owing to the former's having been less taught elsewhere, yet the "how to teach" is kept constantly present to the mind.

The professional subjects—Psychology, History of Education, Theory and Practice and Science of Education—are pursued, accompanied by Practice Teaching, extending over two years.

The Practice Teaching is so arranged that experience in teaching is given to each student in each of the common branches. This experience consists in observing the regular teacher, preparing plans for teaching, subject to the approval of the critic teacher, and actually teaching, both in the presence and absence of the regular teacher.

The following are the studies of the respective years. In each branch there are five forty-minute recitations per week, or the equivalent. Each study extends through the year, unless otherwise specified :

B.

Geography, Physical and Political.

Grammar, with Composition.

Practical Arithmetic.

United States History, with Constitution.

Penmanship and Bookkeeping.

Industrial Drawing and Vocal Music, each the equivalent of one term.

Elocution, with Orthography and Declamation.

A.

Psychology. History of Education, one term.

Methods in the Elementary Branches.

Practice, one term.

Zoölogy, one term.

Botany, one term.

Algebra. Drawing. Rhetoric, one term.

Manual Training.

SENIOR.

Elementary Physics.

Elementary Chemistry, with Mineralogy.

Geometry, first five books.

Literature, one term.

Outline History, one term.

Theory and Practice, one term.

Science of Education, one term.

Practice Teaching, two periods a day.

Physical Training, throughout the course.

The Principal is authorized to exercise the rule of equivalents to favor anyone desiring to be a specialist in any line of work.

Diploma.

The diploma of the institution, a Normal Life certificate for teaching, is, upon graduation, awarded to all pupils who have given satisfactory evidence, in the Practice Teaching, of their ability, both in teaching and disciplining.

### Model Course of Study.

The Model Course of Study ranges from kindergarten work to preparation for college, business or the drawing-room. Students can, by the passing of a satisfactory examination on the preceding work, enter any grade, and at any time of the year, though it is desirable that they enter at the beginning. The course is divided into three departments—the Primary, extending over four years ; the Grammar, extending over four years, and the High School, extending over four years.

The effort in the Model is to make the work of the most approved character, that it may serve as a pattern to the Normal pupils, as was the intent of its founders.

The subject-matter is first presented in the concrete and then graded off toward the abstract, as the development of the pupil will permit.

The observation lessons aim, by the use of familiar objects, to start the pupils in a train of collection and observation that will prepare the way and lead up to the formal study of the Natural Sciences.

The work of the Primary Course, though printed quite fully, is yet suggestive. This work adopts the principles of the great educational reformers, Comenius, Pestalozzi and Froebel ; it places the idea before the representative of the idea, things before words. Numbers are taught before figures, which are otherwise meaningless characters. The idea is taught before the word or letter, these representatives being otherwise mere sounds and characters unaccompanied by any intelligence.

While this method does not lead the child quite as quickly as the old method to the use of letters and figures, in a given length of time he is found to have achieved much greater advancement in real knowledge and mental development.

The Course in the Model may be said to represent the practice of which the Normal is the theory, the two working in harmony.

### Primary.

The kindergarten life and aims are carried through the primary grades. The children not being received before they are five years old the application of the kindergarten principle is not so simple as it would otherwise be, but such gifts, occupations and songs as interpret the thought are used.

### FIRST YEAR—SCIENCE.

The purpose of the Science Lessons in the Primary Grades is to begin to answer the children's questions of "What?" "Why?" and "How," and by means of stories, familiar talks, kindergarten games and songs to help them to interpret the "World Beautiful" which surrounds them, and to lead them early and naturally from a love of Nature to a love of Nature's God.

The value of the "Trades" may be taught in the same way, and the wonderful inter-dependence of all life clearly shown.

We cannot begin too early to lead the children to see that all work is noble, if nobly done.

The talks should be short, but permeated by the animation and enthusiasm which are felt when the teacher is full of the spirit and letter of her subject.

These lessons should be given to rest and inspire the children.

### Botany.

*Fall*—Preparation for winter.

September—State purpose of fruit and seeds.

From specimens brought by the children, show different kinds of seeds (winged seeds, burrs, pods, &c.).

Make chart of actual objects.

October—Study leaves with reference to their color and their work in the ground.

Make in clay impressions of leaves.

Notice various leaf-buds and their coverings.

November—Harvesting of fruits and seeds.

Value of these to man and animals.

Thanksgiving.

*Winter*—December, January and February.

Evergreens, needle-like leaves.

Cones, winter fern, ground pine, holly.

*Spring*.

March—Bring into the school branches of apple, pear, horse-chestnut and willow.

Watch the development of buds into flowers and leaves.

April—Growth of seeds. Plant beans and watch them grow.

Study parts and state use of each part.

May and June—Flowers and their visitors. Their need of bees and butterflies.

### Zoology.

Study the following subjects, or others, if the teacher choose, in reference to home, movement, covering, food, preparation for winter, character and use :

October—Squirrels.

November—Flight of Birds. Why?

Fishes.

December—Sheep.

In this year do not speak of man's use of the flesh, but of the wool.

January—Cows.

February—Hens and Ducks.

March—Cat and Dog.

April—Frogs and Toads.

Where have they been all winter?

Bring in their eggs for children to watch developments.

May—Butterfly and Fly.

June—Birds and Bees.

#### **Physiology.**

Teach children to name and locate the principal parts of the body. Name and locate principal joints, as elbow joints, &c. (Introduce the hinges of the body by referring and showing hinges on doors.)

#### **Physics.**

Use the prism to show the spectrum colors. Children learn to recognize the colors and use color terms in describing objects.

#### **Meteorology.**

Keep calendar for a month or two, or until the children learn to notice and describe the difference in days, as sunshiny, cloudy, rainy or snowy. Calendar may be kept on blackboard or pasteboard by using colored chalk or parquetry circles to indicate the weather. Yellow for sunshine, gray for clouds, black for rain and white for snow.

#### **Mineralogy.**

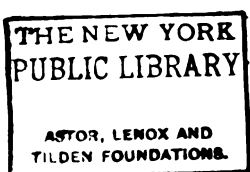
Show pebbles and sand from sea-shore, and irregular, sharp stones, and lead, children to notice difference and the cause.

#### **Sociology.**

Begin descriptions of some of the trades, as that of the mines, and show our need of them. Awaken in the children love and gratitude for the men who leave sunshine and home and spend their days down in the deep, dark mines that we may have light and warmth.

#### **Astronomy.**

*Elementary* talks on the sun. What it gives. The moon. What it is. What makes it shine. (Develop the thought that because it does not keep all the light to itself, which the sun gives it, but is willing to give a large part of its light away—therefore we see it.)







**Geology.**

From field lessons begin to show the work of running water by the road-side in removing and depositing soil.

**Language.**

Oral work based on the science work.

**I. Technical Work.**

By use of objects, occasion correct expression and drill upon it until its use becomes habitual.

- a. Name objects.
- b. Name qualities of objects.
- c. Name parts of objects.
- d. Name position of objects.

Verbs to be used : see, saw ; throw, threw ; sit, sat ; eat, ate ;  
give, gave ; take, took ; shake, shook ; sing, sang ; ring,  
rang ; run, ran ; write, wrote.

NOTE.—These lessons are to be characterized by freedom.

**Narration.**

1. Myths.
2. Fairy Stories.
3. Stories from American History.
4. Stories from American Literature, as—Seven Little Sisters, Each and All, Parables from Nature, Little Friends in Feathers and Furs, Winners in Life's Race, &c.
5. Poems.

Songs and Games.

**Written Work.****I. Technical.**

Have children daily copy their reading lessons from the black-board.

Have them copy lessons from their reader as soon as they are able to do so.

The reason for this is to familiarize them with correct spelling, punctuation and capitalization, by unconscious imitation.

**II. Composition Work.**

After some skill is acquired in writing, permit them to write descriptions of pictures or of objects which they have studied in their nature lessons. Also reproduce short, simple stories which have been told them.

**Reading.**

Ideas before words.

**I. Preparatory work.**

1. Informal language lessons.  
Use objects and pictures.

2. Form lessons (preparatory to distinguishing word and letter forms).

Finding like forms.

Association of form with picture of form.

Finding like form pictures.

Introduce word forms, letter forms, figure forms. Names not given.

## II. Reading script.

Use blackboard from three to five months, or until children have a vocabulary of one hundred words.

Reading-matter consists of children's own statements, and is based upon their idiom, history literature and observation work in language.

## III. Change from script to print.

Continue script work.

## Geography.

### I. Place lessons.

#### 1. Position.

- a.* Illustrations of the use of place-words, as,—on, over.
- b.* Connect with the work in form and color.
- c.* Apply in blackboard reading lessons.
- d.* Apply in description of pictures.

#### 2. Direction.

- a.* Right hand, left hand.
- b.* Directions right, left, up, down, &c.
- c.* Cardinal directions.

#### 3. Distance.

- a.* Use of near, nearer, far, &c.
- b.* Show necessity of having unit of measure.
- c.* Develop clear concept of inch and foot.
- d.* To use inch and foot in measuring.
- e.* To connect with number work.

### II. Field lessons.

#### 1. Land.

- a.* To recognize the prominent bodies.
- b.* To recognize the prominent forms.
- c.* To recognize similar features in pictures.
- d.* To use new words in blackboard reading lessons.

#### 2. Water.

- a.* To recognize the prominent bodies.
- b.* To recognize the prominent forms.
- c.* To recognize similar features in pictures.
- d.* To use new words in blackboard reading lessons.

## III. Weather.

1. To distinguish winds according to temperature.
2. To distinguish winds according to force.

## NUMBER WORK.

## I. Number.

1. To be known at sight.
  - a. The number as a whole.
  - b. Additions of two numbers that make the number.
  - c. Subtractions.
  - d. Multiplications.
  - e. Divisions.
  - f. Partitions or fractional parts of numbers.
2. To be determined by calculation, and made readily.
  - a. Additions of more than two numbers.
  - b. Separation of numbers into more than two.
  - c. Comparisons of wholes.

## II. Notation.

Written expression of numbers and their facts as soon as number idea is gained.

## III. Fractions.

Halves, fourths, thirds.

1. Idea.
2. Applied to things.
3. Applied to numbers.

## IV. Measures.

1. Pint, quart, inch, foot, pound, as wholes. 1 quart = 2 pints.
2. Form and measurement.
  - a. Laying of splints to give idea of position, direction and geometric forms.
  - b. Drawing of lines representing position, direction and forms.
  - c. Measuring lines and perimeters of figures, using inch-stick or foot-rule as unit.
  - d. Apply facts of numbers and fractions.
 

Illustrative facts under (d)—

$$3 \text{ inches} + 3 \text{ inches} = 6 \text{ inches.}$$

$$6 \text{ inches} - 3 \text{ inches} = 3 \text{ inches.}$$

$$2 \times 3 \text{ inches} = 6 \text{ inches.}$$

$$6 \text{ inches} \div 3 \text{ inches} = 2.$$

$$\frac{1}{2} \text{ of } 6 \text{ inches} = 3 \text{ inches.}$$

## V. Mechanical or Figure Work.

Frequent drills.

Additions and subtractions may be taken in advance of multiplications and divisions.

**Penmanship.**

Simple movement exercises on blackboard.

Tracing.

Plan—

Copies, 1. Figures of the Arabic notation in classified and regular order.

2. Each new letter is used twice.

3. The same letter is used at the beginning of a single word.

4. The same letter is used in a word with most difficult combinations.

5. Figures are used in regular lessons in all combinations of the tens' places. All of the small letters and some capitals are used in the above order.

Review—

Each copy is reviewed every fourth lesson following the original copy.

Ruling—

Use base, head and top lines.

**Vocal Muslo.**

Singing—All intervals inside the octave sung by syllable as their names are called by teacher. Also the number of intervals learned by ladder and circle representation.

Time language of two, three and five-part measure (without divided beat). Each child keep her own time.

**Drawing.****FIRST HALF OF YEAR.**

Solids—

Sphere, cube, cylinder.

Tablets—

Circles, squares, oblongs.

Spectrum colors—

Red, yellow, blue, orange, green, violet.

Clay-modeling of type forms and objects similar to type forms.

Learning from tablets, stick-laying, cutting from colored paper for developing surfaces, making geometric figures and solids, and designing from tablets.

Learning position, pencil-holding, free-arm movement in drawing.

Watercolor of oblongs of spectrum colors and simple objects.

## SECOND HALF OF YEAR.

## Solids—

Square prism, R. A. T. prism, hemisphere.

## Tablets—

Circles, squares, oblongs, R. A. triangles, semi-circles.

Clay-modeling of type forms and objects similar to type forms.

Learning from tablets, stick-laying, cutting from colored paper for developing surfaces, making geometric figures and solids, and designing.

Drawing from dictation, from leaves and simple flowers, and simple objects like cylinder, tumbler, lemon ; coloring same.

Color-work continued on same lines as first half of year.

## SECOND YEAR—SCIENCE.

## Botany.

*Fall—*

September—Study distribution of seeds.

Note the most striking methods.

Make chart of seeds to illustrate these agencies of distribution.

Wind and moving objects to which burrs and similar objects are attached.

October—Trees. Preparation for rest during winter. Study the reason for the falling of leaves, introducing blade and petiole.

November—History of fruits until seeds fall into the ground.

Special study of fleshy fruits.

*Winter—*

Evergreens. Special adaptation to cold.

Show variety of kinds.

Have children learn to recognize the most prominent kinds.

Other plants that live through the winter, as lichens and mosses. Where found.

Snow and ice in their relation to vegetation.

*Spring—*

March—Growth of twigs. Special attention to position of buds (opposite or alternate).

Sketch twigs.

Notice different shape and size of different buds.

April—Arrangement of parts in different seeds (peanut, bean, &c.)

Plant bean and corn. Note the difference in parts as they grow.

Have children to illustrate by painting or drawing the different stages.

May—Study parts of leaf, midrib and veins, edges (smooth or notched).

Make chart of leaves brought by children.

June—Study principal parts of a plant and their uses.

Flowers and their visitors. Colors of flowers as they attract bees and butterflies.

Connection between moths and night-blooming flowers.

### **Zoology.**

Study the following subjects as outlined in preceding year's work, adding to this the principal parts and their uses and their interdependence:

October—Squirrel.

November—Birds and Fishes.

December—Sheep.

January—Cow.

February—Horse.

March—Worms and Snails.

Their use in orchard and garden.

April—Get frogs' eggs and cocoons and watch development.

Where have the frogs been all winter?

May—Butterflies and Moths.

June—Birds and Bees.

### **Physiology.**

Review principal parts of the body. Locate and name principal joints. Give the use of each.

### **Physics.**

Continue work with the prism. Introduce subject of the rainbow. Explain its cause.

### **Meteorology.**

Keep calendar for a month or two, as in preceding year.

In addition, notice direction and force of wind, as a soft, gentle, south wind.

### **Geology.**

Continue field-work, and from the locality teach the principal facts it suggests; as, the carrying of land by water. What becomes of the material? This can be taught and watched by the roadside after a heavy rain, and illustrates one feature of the river's work.

If there are marshes in the locality, are they large or small? Where are they? What surrounds them? Go into the cause only so far as the children lead by their questions or suggestions.

**Mineralogy.**

Study coal. What is it? Where did it come from? How did it get there? All taught by means of ordinary and petrified specimens and charts of the Carboniferous Period.

Lead the children to see that the earth is a wonderful storehouse, that waits man's coming.

**Sociology.**

Continue the talks on the trades and teach interdependence and gratitude. The farmer works with the tools and implements made from the ore brought from the earth by the miner. The miner is fed by the fruits of the earth, raised by the farmer.

**Astronomy.**

Review stories of preceding year, concerning our sun, moon and earth. In addition, begin the study of the most conspicuous constellations, as the "Big Dipper" and Orion.

Draw on the blackboard pictures of these, and have the children look for them at night. We cannot begin too soon to teach the children to look up—to find acquaintances among the heavenly bodies.

**Language.**

Oral work, based on science work.

1. Indian and Japanese Life and other stories.
2. Poems, The Brooklet, In the Wood, Days, Nights and Seasons, Seven Times One, How the Flowers Grow, &c.

Occasion use of is, are, was, were, shall, will, may, can, might, ought, could, would, should, which; I saw, I have seen. Common adverbs—quickly, slowly, &c.

Written Work.

**I. Technical Work.**

1. Teach the use of the period and question mark at end of sentence, and a comma to separate the name of address at beginning of sentence from the rest of the sentence.
2. Use of capitals—I. Capital at the beginning of a sentence. II. Names of persons. III. Names of countries. IV. Names of cities. V. Names of streets. VI. Names of the days of the week. VII. Names of months. VIII. The words I and O. Do this by copying reading-lessons and through dictated exercises.
3. Abbreviations—Mr., Mrs., and St.
4. Conventional forms—Writing their own addresses (giving name, street, number, city and state).



**II. Composition Work.**

Have pupils reproduce stories told them by teacher and the substance of the reading-lesson.

Copy a letter.

Copy name of city.

Copy name of State.

Copy name of days.

Copy name of months.

Copy name of school.

Copy name of principal.

Copy name of teacher.

Copy lists of words.

**Reading.**

Continue teaching words from blackboard.

The supplementary reading to consist of children's own statements, based on stories, poems and observation lessons given in language.

Phonics (first and second year).

Long and short sounds of vowels.

Sounds of single consonants.

Combinations, such as sh, ch, th, ow.

Build lists of words by prefixing a letter or letters to a given sound or combination sounds, as ay, ãt, s ay, h at, h ay, c at.

In second year children begin to mark vowel sounds in words, also get new words phonetically.

**Geography.****I. Place Lessons.****1. Position.**

a. To make picture of table-top, showing arrangement of objects.

b. To transfer picture to blackboard.

c. To describe table-top from picture.

d. To place objects on table to correspond with picture of imaginary table-top.

e. To describe mounted pictures.

**2. Direction.**

a. Horizon.

b. Cardinal points.

c. Semi-cardinal directions.

d. Compass. Use.

e. Application of cardinal points—

To school and grounds.

To principal streets.

To slate in horizontal position.

To slate in vertical position.

To table, &c.

f. Relative position of public buildings and school.

## 3. Distance.

- a.* To develop clear concept of yard and pace.
- b.* To develop idea of time as a unit of measure.
- c.* To use each in estimating distances.
- d.* To develop idea of scale.
- e.* To show necessity of drawing to scale.
- f.* To draw room floor to scale.
- g.* To give term map.
- h.* Connect with number.

## II. Field Lessons.

## 1. Land.

- a.* To know the parts of prominent bodies and forms.
- b.* To find the position of parts, as summit and slopes.
- c.* To find relative position of bodies and forms.
- d.* To compare height and extent of similar features.
- e.* To express ideas in moulding, drawing and words.
- f.* To use new words in blackboard reading lessons.

## 2. Water.

- a.* To recognize and name the parts of prominent bodies and forms—This is the mouth of a brook.
- b.* To find relative position of parts—The mouth is where the brook flows into the river.
- c.* To compare with bodies and forms of land—The creek is in the lowest part of the land.
- d.* To express in drawing, moulding and words.
- e.* To use new words in blackboard reading-lessons.

## III. Weather.

1. To name winds according to direction.
2. To learn the use of the weather-vane.
3. To read the indications of weather-vane.
4. To notice effect of different winds.
5. To name the forms of moisture—cloud, frost, mist, dew.
6. To notice position of each.
7. To compare quantity of each.
8. To notice time of greatest abundance
9. To notice change in form of clouds.
10. To notice change in size of clouds.
11. To notice motion and direction of clouds.

## IV. Season Study.

1. To observe the sun.
  - a.* Position in the morning.
  - b.* Position in the evening.
  - c.* Position at noon.
  - d.* Getting higher in A. M.

For the whole year—Clay-modeling of type forms and objects based on type forms.

Developing surfaces by tablets, stick-laying, paper-cutting, and drawing. Elementary designing by same processes.

Drawing and painting from dictation, from simple objects, from leaves, flowers, fruits and other objects used in nature-study.

Tones of spectrum colors in charts and designs.

### THIRD YEAR—SCIENCE.

#### Botany.

##### *Fall—*

September—Review varieties of seeds. Study other agencies for distribution, as birds, squirrels and man. Study various forms of roots. Drawings made from nature.

October—Arrangement of leaves on stem. Opposite, alternate and whorled.

November—Vegetables; typical methods of storing food. Fruit, pumpkin; stem, potato; root, as the beet.

##### *Winter—*

Evergreens—Different arrangement of needles on the various evergreen trees. Learn to recognize the more common varieties.

##### *Spring—*

March—Study stems, as erect, creeping or climbing. Bring in specimens.

April—Study difference between net-veined and parallel-veined leaves. Recognize parts of leaf, as blade, petiole, midrib and veins. Study color of new leaves as compared with later growth.

May—Study color and parts, as calyx and sepals, corolla and petioles, pistils and stamens.

June—Show remarkable adaptation of the arrangement and position of parts of the flower to the wants of the bees and the butterflies.

#### Zoology.

Study the following subjects, giving especial thought to the peculiar characteristics, wonderful adaptation of each for its life and environment, and impress the thought that each has its place and work in the world:

“ Nothing useless is, or mean,  
Each thing in its place is best.”

October—Ants and the Aphis.

November—Ostrich.

December—Camel.

Thus introducing the Christmas story.

January—Seal.

February—Cat, dog and their cousins.

**March**—Bring into school-room frogs and toads, eggs and cocoons.

Children watch developments.

Keep calendar of returning birds.

What insects seen, if any, and where?

**April**—Study butterflies and moths with Easter thoughts in mind.

Tell children Mrs. Gatty's story—"A Lesson on Faith."

**May**—Study birds and their nests. Create a love and sympathy for them by showing the joy and beauty they add to the world and their need of boys' championship against their natural enemies. This can be done through well-chosen stories.

**June**—Bees and wasps.

### **Physiology.**

Elementary talks on the bones in the human body. Where are they?

What is their use?

Name other forms of life having a bony skeleton or framework.

### **Physios.**

Illustrated lessons, teaching in a simple, natural way the subjects of evaporation and condensation.

### **Meteorology.**

Idea of temperature. Use of the thermometer.

Continue work of Second Year, treating more fully the subject of winds, as regards force and directions.

### **Geology.**

Study, more carefully, water and ice as nature's sculptors.

Pass now from immediate surroundings to places remote, which show wonderful work done by these agencies.

Illustrate talks by pictures and sand-table.

### **Mineralogy.**

Study salt, iron and tin—where found, how obtained, and their uses.

Were they always used?

### **Sociology.**

Begin the study of peoples in other lands, as the Esquimaux and Japanese, &c.

Compare their food, clothes and shelter with ours and lead children to find the reason for such differences.

**Astronomy.**

Introduce the children by means of blackboard diagrams and by pictures to some of the other worlds and their satellites in our system.

**Language.****Oral Work.****I. Stories.**

Stories relating to Geography, History and Natural History work.

Poems relating to same subjects, as—

Geography—The Meeting Waters.

The Brook.

Water Parting, &c.

History—Independence Bell.

The Star Spangled Banner, &c.

Natural History—Telling the Bees.

Warbling of Blackbirds.

The Cricket and the Ant, &c.

**II. Picture Lessons.**

Style of picture more advanced.

Use outline similar to one given in second year.

Children decide in what order objects should be taken for description. Train to select in order of importance. Children answer orally suggestive questions concerning pictures. Oral description following outline on board. May refer to historical scenes or places of interest touched upon in Geography and History lessons.

**III. Action Lessons.**

Actions should be difficult to describe.

Require pupils to observe minutely and describe in full, using only one "and."

Use several different statements to describe one action.

Give all the different expressions known as descriptive of some act of the teacher.

Let children perform actions.

Describe games.

**Written Work.****I. Technical Work.**

1. Punctuation. Review thoroughly the work of preceding years—(1) Exclamation-point; (2) Period, used as a mark of abbreviation; (3) Comma, used to separate words in a series; (4) Use of comma and period in punctuating date and address; (5) Simple use of quotation-marks and comma before quotation.

2. Capital Letters. Review work of the second year. After children can spell the entire words teach the following abbreviations—(I) The names of the month ; (II) Initials in names of persons ; (III) Dr., Rev. and Ave.
3. Conventional Forms—(1) The heading ; (2) The address ; (3) Salutation ; (4) Close ; (5) Superscription of a letter. Only the most common forms taught in this year.
4. Grammatical Forms—(1) The form of the possessive case of nouns in the singular in which the apostrophe precedes the s. (No explanation is necessary.)  
Correct such mistakes as : is for are, done for did, seen for saw, ain't for isn't or aren't, in written and oral work.  
Reproduction of classic stories.  
Reproduction of lessons in Nature.  
Geography and Form.

### Reading.

**Second Reader.** Sight-reading, silent reading, oral reproduction.  
Much supplementary reading based on lessons in Language, History, Geography and Science.  
**Learning of alphabet in order.** Phonics.  
**Teach following sounds :**

ee,	as in	eel.
i,	"	it.
a,	"	ale.
e,	"	met.
a,	"	at.
i,	"	girl.
a,	"	ask.
a,	"	father.
u,	"	up.
o,	"	on.
a,	"	all.
o,	"	old.
oo,	"	book.

**Apply knowledge in marking words and in getting new words.**

### Geography.

#### I. Place Lessons.

##### 1. Position.

- a. To locate public buildings, parks, prominent natural features.
- b. To find position of public buildings, parks, prominent natural features, in blackboard sketch.

- c.* To find school grounds on map of city.
- d.* To find city on map of the State.
- 2. Direction.
  - a.* To point in direction of public buildings, &c.
  - b.* To take imaginary walks through the city—
    - Giving name of street.
    - Giving direction of street.
    - Giving places of interest.
- 3. Distance.
  - a.* To draw school grounds to a scale.
  - b.* To draw immediate surroundings of school grounds to scale.
  - c.* To compare scale with scale of maps of city, &c.
  - d.* To estimate distances, knowing scale.
  - e.* To connect with number.

## II. Field Lessons.

- 1. Land.
  - a.* To observe details of each feature.
  - b.* To discover definitions.
  - c.* To imagine similar features.
  - d.* To observe life of each region.
  - e.* To connect occupations with each region.
  - f.* To connect commerce with each region.
  - g.* To see reasons for location of cities.
  - h.* To connect with language and reading-lessons.
  - i.* To connect with literature and history.
  - j.* To use models in sand and papier-maché maps of each.
  - k.* To use characteristic pictures of country, productions and occupations.
- 2. Water.
  - a.* Points similar to those under "Land."
  - b.* Illustration.

Assanpink creek.

Current, direction of. Pictures.

Down. Up.

Bed, character of.

Mouth. Source.

Banks—right, left; character of. Pictures.

Tennyson's "Song of the Brook."

Delaware river.

Compare with Assanpink creek.

Direction of current.

Find the source. (Papier-maché map of Delaware river basin.)

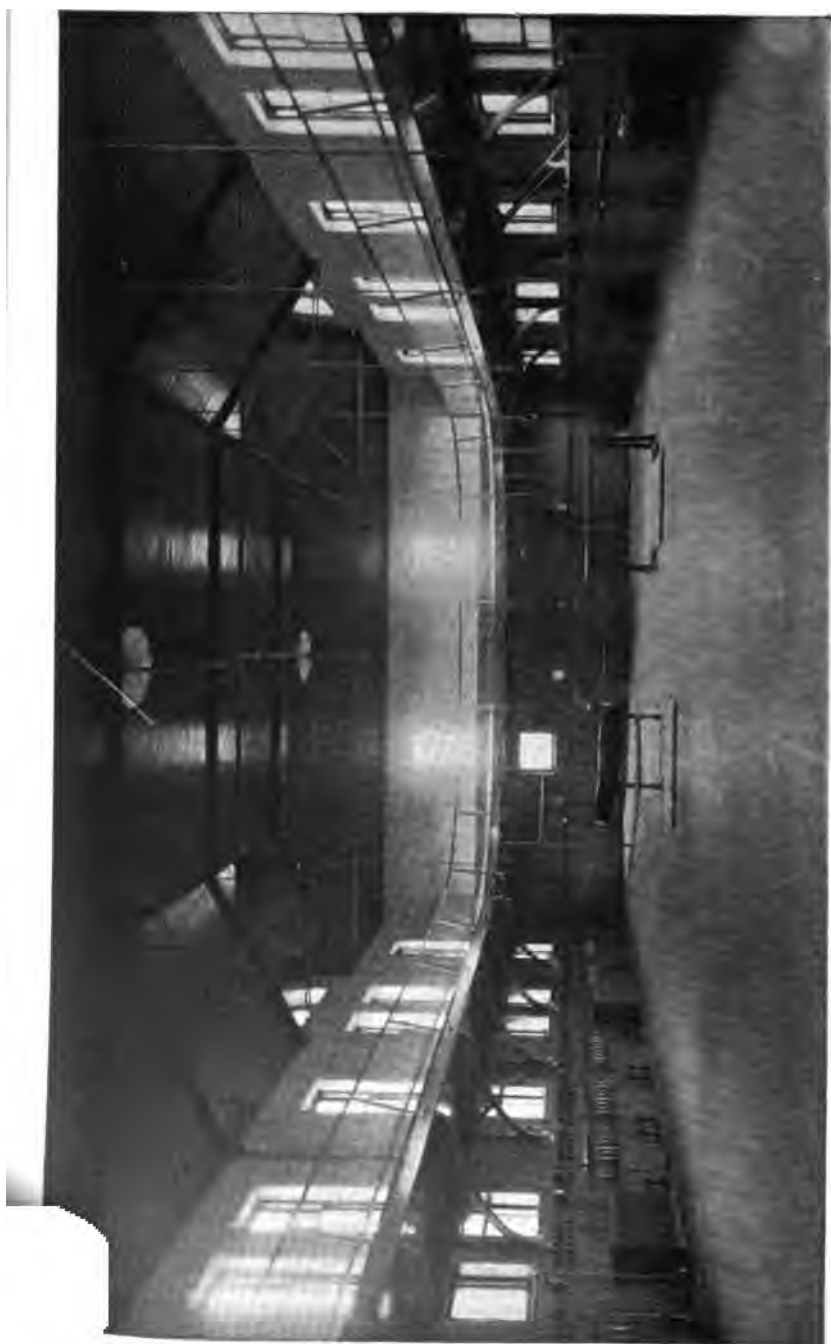
Character of country. (Relief map and pictures of Catskill.)

Imaginary trip down the Delaware river in canoe.





**GYMNASIUM.**



Changes in country. (Relief map and pictures.)

Banks. Life on either side.

Trace the course.

Draw.

History connected with Delaware river. (Pictures.)

Tributary.

System.

Basin.

Water-divide.

Position of Trenton.

Idea of city.

Reasons for living together.

Occupations. Conversational.

Leading occupations.

Visit potteries.

Processes.

Occupations in the suburbs.

Commerce.

Reasons.

Means of.

Canals.

Railroads—freight and coal cars.

Direction from which coal cars come.

Character of country along upper Delaware river.

Occupation in this region.

Mining. Use typical pictures.

Coal—qualities, uses, products, history.

Direction freight and coal cars are going.

Philadelphia—great market place.

Why? Position on Delaware river.

Compare with Trenton.

History of.

Uses of Delaware river.

Reproduction, oral and written.

Mississippi river.

Compare with Delaware.

Delta.

Character of the country.

Productions. Occupations.

Upper course—Wheat.

Lower course—Cotton.

Growth of great cities.

Uses of Mississippi river.

History.

Reproductions, oral and written.

Aids—Mouldings, papier-maché relief maps, characteristic pictures of country and life, and knowledge of Delaware river.

## III. Weather.

1. Idea of temperature.
2. Use of thermometer.
3. Continue work of second year, keeping records.

## IV. Season-Study.

1. Continue work of second year, keeping records.
2. Poem.

## V. Object Lessons.

1. Form, as shown in natural bodies.
2. Color, as shown in landscape.
3. Plants.
4. Animals.
5. Minerals.

## VI. People.

1. Interest pupils in social life around them.
  - a. Customs.
    - Festivities.
    - Public.
    - Private.
  - Mode of traveling.
  - b. Occupations.
    - General.
    - Leading.
  - c. Amusements.
    - Winter sports.
    - Summer sports.
  - d. Religion.
    - Observance of Sunday.
    - Different churches (name only).
  - e. Government.
    - Necessity of.
    - Mayor.
2. Stories of people of other lands.
3. Comparisons.

## NUMBER WORK.

## I. Number.

Analysis of numbers from 20 to 100.

1. Additions and subtractions gained by calculation.
2. Multiplication facts taught. Multipliers not to exceed 12.
3. Division facts taught. Divisors not to exceed 12. Inexact divisions by calculation.
4. Partition facts taught.

## II. Notation.

1. Notation developed as far as thousands.
2. Reading and writing numbers as far as thousands.

## III. Written Arithmetic.

## Illustrative steps.

## 1. Addition.

Sum of no order exceeds nine, except highest.

## 1. Subtraction.

Each order of minuend greater than corresponding order of subtrahend.

## 1. Multiplication.

Multiples less than ten, and the product of any order less than ten, except highest.

## 2. Addition.

Sum of ones exceeds nine.

## 2. Units order in minuend less than corresponding order of subtrahend.

## 2. Multiplier less than 10.

The product of unit's order in multiplicand exceeds nine.  
(Additional steps to proceed in order of simplicity).

## IV. Fractions.

Teach in the following order of sets :

First set—halves, fourths, eighths.

Second set—thirds, ninths.

Third set—fifths, tenths.

Fourth set—thirds, sixths, twelfths.

Teach objectively—

## 1. Reductions.

## 2. Additions.

## 3. Subtractions.

## 4. Multiplications by integer.

Illustrative facts—Halves, fourths, eighths.

$$\begin{array}{lcl}
 \text{Reductions.} & \left\{ \begin{array}{l} \frac{1}{2} = \frac{?}{?} \\ \frac{1}{2} = \frac{?}{?} \\ \frac{1}{4} = \frac{?}{?} \\ \frac{1}{4} = \frac{?}{?} \end{array} \right. & \begin{array}{l} \frac{1}{4} + \frac{1}{8} = ? \\ \text{\&c.} \\ \frac{1}{2} - \frac{1}{8} = ? \\ \frac{1}{2} - \frac{3}{8} = ? \end{array} \\
 \text{Additions.} & \left\{ \begin{array}{l} \frac{1}{2} + \frac{1}{8} = ? \\ \frac{1}{2} + \frac{3}{8} = ? \\ \frac{1}{2} + \frac{5}{8} = ? \\ \frac{1}{2} + \frac{7}{8} = ? \end{array} \right. & \begin{array}{l} \text{\&c.} \end{array}
 \end{array}$$

## V. Measures.

## 1. Teach quire, score, day, month, year, minute, second, rod, &amp;c.

## 2. Teach notation of U. S. money.

## 3 Form and Measurement.

a. Find perimeters of rectangular surfaces.

b. Areas of rectangles—objectively.

c. Apply to rectangular surfaces of familiar objects.

d. Faces, edges, corners and dimensions of cube.

e. Building up of cubes and rectangular solids with unit cubes.

*f.* Apply facts of numbers.

*g.* Denominate fractions used objectively.

#### VI. Roman Numerals.

#### VII. Mechanical Work.

Give thorough drill in figure work, especially in addition, involving combinations as far as numbers have been taught. Aim to secure accuracy and rapidity.

#### Penmanship.

##### Plan.

##### Copies—

1. Simple movement exercises of easy combinations of letters.
2. Each capital and small letter is used singly for drill.
3. Common business characters and figures in combinations of the hundred's places are given.
4. A simple word, beginning with small letter, used in drill.
5. Common Christian names, beginning with capital, used in drill. A common abbreviation, followed by full expression for which the abbreviation has been given.

##### Review—

Systematically.

##### Ruling—

Base, head and top lines.

#### Vocal Music.

##### Singing—

Simple sight reading in any key from chart.

#### Drawing.

##### Solids—

Sphere, cube, cylinder, hemisphere, sq. prism, right-angled tri. prism.

##### Tablets—

Circles, squares, oblongs, semi-circles.

#### SECOND HALF OF YEAR.

##### Solids—

Ellipsoid, ovoid, eq. tri prism, cone, vase, square pyramid.

##### Tablets—

Ellipses, ovals, circles, squares, triangles, oblongs, semi circles.

##### Colors—

Study of Spectrum.

For the whole year—Clay-modeling of type forms and objects based on type forms. Drawing geometric figures and designs made from tablets.

Study of Spectrum colors and intermediates. Making of charts and designs in colored paper. Practice in water-color from objects used in nature study.

#### FOURTH YEAR—SCIENCE.

##### Botany.

###### *Fall.*

September—A more advanced study of distribution, including a greater variety. Compare seeds with reference to the amount of stored food, as an acorn or walnut seed, with maple seed, to see that the fewer the seeds produced the richer the store in each.

October—Arrangement of leaves on stems, to show how they economize space to get air and sunshine.

November—Show by specimens the difference in adaptation for their work of the annuals, biennials and perennials.

###### *Winter.*

Evergreens—Arrangements of branches, cones, and scales on cones. How plants live through the winter.

Trees, grass, bulbs—Experiment. Plant grass, bulbs and roots. Place branches or twigs in water and watch their development, thus showing signs of life.

###### *Spring.*

March—Plant seeds. Notice adaptation of parts to use. Study potatoes, corn, wheat, &c., with reference to the soil best adapted to their growth. Study flow of sap and the use of the maple sap.

April—Leaves. Study simple and compound. Review veining, parts and positions.

May—Have children look for early flowers. Keep record of places and conditions, such as exposed or sheltered, damp or dry, high or low, and the time. *Discourage the uprooting of flowers.* Ask for record, but not the flower.

June—Advance in the study of cross-fertilization and the use of insects to flowers. Review study of whole plant. Draw and color.

##### Zoology.

Continuation of work designated for third year.

##### Physiology.

Elementary talks on the blood. The kinds. Their uses. Where found? Show charts which picture the pure and impure blood.

Refer to the sap and its uses in the plant.

##### Physica.

Heat. Natural sources. Artificial sources. Illustrate how it is obtained from friction. Lead children to give illustrations which they have seen. The need of heat in all life in varying amounts.

**Meteorology.**

Elementary talks on the difference of temperature during the day. Lead the children to look for explanations. Connect with Geography lessons and show the reasons for difference of temperature in different parts of the earth's surface.

**Geology.**

Continue the talks of the preceding year, and show that the winds are Nature's sculptors.

**Mineralogy.**

Study other buried treasures as gold, silver and precious stones. Their uses. Where found. Lead the children to see what a wonderful store-house the earth is, which waits man's coming.

**Sociology.**

Begin to study the interdependence of nations, as shown in commerce, and the confidence implied.

Lead children to see that in order that commerce *may* be, honesty, truthfulness and integrity *must* be.

**Astronomy.**

Continue work of preceding years, going a little deeper into the subjects.

Show by blackboard lessons the relative positions of the planets of our system, or family, and the sun's relation to them.

By means of pictures and stories, show that the heavens are filled with families of worlds, yet each world or star has its own place, own work, and own influence.

**Language.****Oral Work.****I. Stories.**

Stories told, read ; reproduced, using outline.

Select for subjects topics of interest in history, geography.

History—Puritans, Miles Standish.

Geography—Desert life, cotton.

Poems by standard authors—Vision of Sir Launfal, the Rope-walk, Daybreak.

**II. Picture Lessons.**

Pupils write original stories from pictures, using outlines formed by class guided by teacher.

Pictures suggested from lessons in geography and history.

**Written Work.**

1. Punctuation—(1) Review the work of preceding grade ; (2) Teach thoroughly quotation marks ; (3) Comma and colon before a quotation.
2. Use of Capitals—(1) Capital at the beginning of each line of poetry.
3. Abbreviations—(1) Teach them for the days of the week ; (2) Abbreviation of names like Chas., Benj., &c. Teach each child the abbreviation of his name, if there is such a form ; (3) No., A. M., P. M.
4. Contractions—Don't, doesn't, can't, won't, wouldn't, I'll, isn't and aren't.
5. Conventional Forms—(1) Teach pupils how to write the possessive, singular and plural of nouns, avoiding special difficulties.  
Require daily reproduction of matter taught in Geography, Science, Form, &c., thought being given to formation of paragraphs.

**III. Original Work.**

- Place new and difficult words in sentences.  
 Reproduce reading lesson ; story read or told by teachers ; story read at home, using questions or topics.  
 Write statements using abbreviations.  
 Write letters using outline.  
 Transpose poetry to prose.  
 Write stories of pictures.  
 Write statements indicating their two parts.  
 Write singular forms of designated words.  
 Write plural forms of designated words.  
 Write possessive singulars of designated words.  
 Write possessive plurals of designated words.  
 Write sentences containing words that point out ; that assert ; that show how, when and where ; and words used instead of nouns.  
 Write questions on story read silently.  
 Exchange questions. Write answers.

**IV. Children learn,**

- Informally, two parts of a statement. Names [nouns]. Proper and common names. Names that mean more than one [plural]. Different ways of forming plural. Words that denote possession [John's hat]. Possessive forms of plural nouns [Boys' boots, men's coats]. Words that describe [This is a black hat]. Words that point out [This orange is sweet]. Use of the, an and a. Words that assert [Soldiers march]. Words that show how [She sang sweetly]. Words that show when [I wrote a letter yesterday]. Words that show where [Charles



threw the ball *down*]. Words used iustead of names [Robert, will *you* go?]. Words after is and was. Words used as objects [John lost his *ticket*]. Words that show relation [The man stood *by* the chair.]

### Reading.

Third Reader. Sight reading, silent reading, followed by oral or written reproduction. Encourage home reading, guiding selection.

The science, literature, history and geography work determine the supplementary reading.

#### Phonics.

Drill on sounds taught.

Children indicate pronunciation of words by use of diacritical marks. Get phonetically words in which new sounds are applied.

*Begin* to teach the children to use the dictionary.

### Geography.

#### I. Land (objects of imagination).

1. Continent, desert, oasis, gorge, mountain system, &c.

2. Continents.

a. Name.

b. Position.

c. Form.

d. Relative size.

3. To recognize, to find characteristics of, to compare with known objects.

#### II. Water (object of imagination).

1. Oceans, glaciers, ice floes, &c.

2. Oceans.

a. Name.

b. Position.

c. Form.

d. Relative size.

3. To recognize, to find characteristics of, to compare with known objects.

#### III. The earth as a whole.

1. Form.

2. Idea of earth in space.

3. Size.

a. Dimensions.

b. Time to travel around.

c. Time to see surface.

4. Rotation.

a. Axis, poles, equator.

b. Time of rotation. Day and night.

c. Observations of sun.

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TILDEN FOUNDATIONS.



5. Revolution.
  - a. Time.
  - b. Illustration, combining both motions.
  - c. Seasons.
6. Directions on globe.
  - a. To find east, west, north and south.
  - b. To find east and west coasts of continents.
7. Position of places on globe.
  - a. To show necessity of having means of fixing position of places.
  - b. Means of fixing position of places.  
Parallels. Meridians.
  - c. Practice in finding position of places on globe.
  - d. To find direction of meridian in Trenton.  
During the day.  
At night.
8. Heating of earth.
  - a. Part receives most direct rays.
  - b. Associate with moon, sun and temperature.
  - c. Part receives most slanting rays.
  - d. Associate with evening sun and temperature.
  - e. Illustration.
  - f. Inference.
9. Climate of different regions of earth. (Inferred.)
  - a. Belts. (Based on preceding work.)
  - b. Boundaries.  
Where?  
Torrid zone.  
Part of earth directly under sun when sun  
passes in highest and lowest order.  
Temperate zone.  
Part of earth receiving most slanting rays at  
that time.  
Mark boundaries.  
Name boundaries.
10. Heating of atmosphere.
  - a. Mountains.  
Experience recalled.
  - b. Clouds.  
Experience recalled.
11. Winds.
  - a. Why winds blow.  
Experiments to illustrate.  
Experience recalled.
  - b. Unequal heating of earth.
  - c. General circulation.

## 12. Rainfall in zones. (General.)

a. Relate to seasons.

## 13. Productions. (Characteristic.)

a. Temperate zone.

Plant life.

Food plants.

Clothing plants.

Trees—Deciduous, evergreen.

Woods—Useful, ornamental.

Undergrowth, uses.

Object lesson on characteristic plants.

b. Torrid zone.

Plant life.

Food plants.

Clothing plants.

Medicinal plants.

Trees—Useful, ornamental.

Singular trees.

Undergrowth, uses.

Object lessons on characteristic plants.

Compare with temperate zone.

c. Frigid zone.

Trees.

Food plants.

Compare with other zones.

NOTE.—Similar work with animal and mineral productions of each zone.

## 14. People.

a. Races.

Study types found in city.

Native land of these types.

Other types. (Pictures.)

b. Distribution of races.

c. Stories of people of other lands.

d. Imaginary visits in other lands.

## IV. Weather. (Extends throughout the year.)

1. To discover the prevailing wind for a season ; a year.

2. To observe effect of different winds.

3. To observe capacity of hot and cold winds for moisture. (Relative.)

4. To observe characteristic conditions of atmosphere for each season as to moisture, temperature, prevailing direction of wind.

5. Evaporation.

Experiments.

6. Condensation.

Experiments.

**V. Season Study.** (Extends throughout the year )

1. To know the months of different seasons.
2. When sun passes in highest arch.
3. When sun passes in lowest arch.
4. Relative length of day and night during each season.
5. Temperature after sunset.
6. Temperature after sunrise.
7. Draw inferences.
8. Warmest time of day. Inference.
9. Mark length of shadow cast by an object on 21st of March and September, 21st of June and December.
10. Temperature of pond and adjacent sand-pile before and after sunset. Draw inference.
11. Where soil is deepest.
12. Where soil is thin.
13. Associate life with each kind.
14. To use fertile.
15. To use barren.

**Arithmetic.****I. Number.**

1. Review briefly the more difficult combinations from 50 to 100.
  2. Teach numbers and facts above 100 by means of written arithmetic.
- The use of a good text-book suggested.

**II. Notation.**

1. Notation of numbers extended to practical limit.
2. Advance to more difficult steps in fundamental processes.

**III. Fractions.**

1. Addition, subtraction and multiplication by integers, involving simple reductions.
2. Multiplication and division of fractions studied objectively.

**IV. Decimals.**

1. Addition of numbers containing tenths and hundredths.
2. Subtraction of numbers containing tenths and hundredths.
3. Multiplication of numbers containing tenths and hundredths by integers.

**V. Measures.**

1. Facts of previous years reviewed and classified in tables.
2. Simple exercises, under tables of
  - a. Avoirdupois weight.
  - b. Liquid measure.

- c.* Dry measure.
- d.* Square measure.
- e.* Cubic measure, (omitting denominations which are not practical).
- 3. Form and measurement.
  - a.* Study of cubical bodies.
    - a'.* Faces, edges, corners, dimensions.
    - b'.* Building up prisms from unit cubes.
    - c'.* Apply facts of numbers.
    - d'.* Apply facts of fractions.
  - b.* Measuring fence lines of school grounds.
  - c.* Measuring walls and floors of school-room to obtain areas.
  - d.* Area of school grounds and of rectangular pieces of land.
  - e.* Volumes of rectangular prisms.

#### VI. Percentage.

- 1. Begin with oral work, chiefly confined to problems involving use of base and rate. Use rates 100%, 50%, 25%, 20%, 10%. In computation reduce rates to common fractions.
- 2. Simple Interest—Easy problems, involving time, which may be expressed in years and fractions of years.

#### VII. Mechanical Drills.

##### Penmanship.

##### Plan.

##### Copies—

- 1. Simple movement exercises.
- 2. The copies consist of two short but common expressions, the second somewhat longer than the first, in which are used all the small and capital letters, going from the word-unit of former drill to a phrase-unit.
- 3. Copies consist of a well known geographical name and of a short sentence or expression in common use. These should be written as a whole and their meaning emphasized by illustration and application.

##### Review—

Systematically.

##### Ruling—

Gradually remove head and top lines.

##### Vocal Music.

##### Singing—Time and tune combined.

Intervals in pairs, parts, and inverted.

**Form Study and Drawing.****Solids—**

Sphere, cube, cylinder, hemisphere, sq. prism, R. A. prism, ellipsoid, ovoid, equi. tri. prism, cone, sq. pyramid, vase.

**Tablets—**

Circles, squares, oblongs, triangles, semi-circles, rhombi, ellipses, ovals, hexagons, pentagons.

**Objects—**

Apples, potatoes, turnips, carrots, tumbler, envelope, groups of fruit, shield, leaves, flower—buttercup.

**Review in color—**

Yellow, red, blue, orange, green, violet.

**Tones of intermediate color—**

Red orange—yellow orange.

Yellow green—blue green.

Blue violet—red violet.

Making from patterns, making charts of tones of colors, designing in two or more tones.

Learning units of design, axis of symmetry, measuring for proportions, reversed curves, conventionalizing from leaves and flowers.

Drawing appearance of form, drawing facts of form, drawing from dictation.

Practice in water color from objects in nature study.

**Spelling.**

Throughout the four years, words from all lessons carefully selected, copied from blackboard. Sentences, copied and written from dictation, containing selected words. Elliptical sentences used—children supplying omitted words. Words spelled orally.

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**GRAMMAR SCHOOL.**

As a rule there are recitations daily in each subject. Drawing, Singing, Penmanship, Physical Training are generally exceptions to the rule, recitations being heard in these subjects two or three times a week.

**Grade D.**

English, Reading :—Selections from Fourth Reader, a First History of United States, Tanglewood Tales, Seaside and Wayside, Vol. III., The Children's Hour, &c.



**Language:**—Simple sentences, subject and predicate. Uses of words. Uses of noun, pronoun, adjective. Uses of terms singular and plural. Formation of plurals and possessives. Use of *shall* and *will*. Reproduction of science lesson, description of pictures, original stories. Study of poems suggested by topics studied, as "The Robin," "Robert of Lincoln," &c.

**Spelling,** from the lessons of the day.

**Arithmetic:**—Notation and numeration of numbers containing three periods, containing three decimal places. Addition, Subtraction, Multiplication, Division, Fractions, entire subject, using Common Fractions having small denominators. Decimals, addition and subtraction, multiplication by integers; division (*a*) by integers, (*b*) by like numbers, the quotients to be integers. (No number in any case to contain more than three decimal places) Percentage, finding simple per cents of given numbers. Interest, simple interest on given sums for years and months. Compound Numbers, reductions using denominations previously taught. Mensuration, areas of squares and rectangles. Square measure to square yard. Contents of cubes and rectangular prisms. Cubic measure to cubic yard. Drill in mechanical work. Concrete Geometry once a week.

**Geography:**—Maps of the Continents and the United States, drawn and moulded; recitations from charts, and globe exercises.

**Elementary Science,** twice a week.

**Penmanship:**—Copy forms in multiplication and division, repetition of capital letters, together with common abbreviations; short and full-line sentences, each a simple statement of an important scientific fact. Free-movement exercises entering into the formation of all the small letters, figures, &c.

**Singing:**—Special work with diminished fifths. Time language for divided beat. Sing in first reader.

**Drawing:**—

Representation (outline drawing).

Various geometrical solids,—familiar objects based upon them, fruit, and other objects—singly and in groups.

Construction—

Working drawings (free hand).

Various geometrical solids, singly and combined.

Patterns (instrumental).

Rectangular solids and objects.

**Decoration—**

Drawing simple examples of historic ornament.

Water color from objects in nature-study, flowers, &c.

### Grade C.

**English, Reading:**—Selections from Fifth Reader, Sharp Eyes and other Stories Tales from Grandfather's Chair, Courtship of Miles Standish, Tales from Homer.

**Language:**—Sentence, subject and predicate ; use of Nouns, proper and common. Pronouns—Person, number and gender of nouns and pronouns. Verb, Adverb. Forms of bills and receipts, formal notes of invitation, regret and acceptance. Dictation of selections of prose involving more difficult punctuation, &c.

**Spelling:**—From the lessons of the day.

**Arithmetic:**—Fractions, common and decimal, finished ; percentage, three fundamental "cases ;" profit and loss ; trade discount ; simple interest ; (very simple problems in last four subjects ; ) compound numbers finished ; mensuration, areas of parallelograms, rectangles and circles ; surfaces and contents of rectangular prisms ; problems in plastering, papering and carpeting rooms, &c. ; capacity of rectangular bins, tanks, rooms, &c. ; drill in mechanical work. Concrete Geometry, once a week.

**Geography:**—Descriptive and political ; North America, with special attention to the United States ; South America.

Elementary Science, twice a week.

**Penmanship:**—Books Nos. 3 and 4, Movement Tablet, No. 2. Copy ; repetition of capital letters and longer sentences ; important dates and statements of events in American History ; free-movement exercises entering into the formation of all the capital letters, and combinations, figures, &c.

**Singing:**—Vocal exercises for purity of tone. Major, minor and diminished triads. Sing into any key by one interval. Sing in second reader.

**Drawing.**

Representation (outline and light and shade) —

Geometric solids and familiar objects, singly and in groups.

Construction—

Working drawings (free hand).

Rectangular solids turned at an angle ; cylindrical objects.

Patterns (instrumental)—

Rectangular solids and objects.

Decoration—

Historic ornament in drawing and color.

Water-color from objects in nature-study.

**Physical Training.**

### Grade B.

**English, Reading:**—Selections from Sixth Reader, Birds and Bees, Sketch Book, Snow Bound, Tales from Shakespeare.

**Grammar:**—Verb, common and progressive forms, person and number, principal tenses, principal parts, regular and irregular, transitive and intransitive, mode, &c. Case of nouns and pronouns, &c. Business letters—subscribing for papers, stopping subscriptions, sending for samples, &c. Stories based on proverbs or fables, &c. Reproductions, &c. Grammatical analysis.

American History, three times a week.

**Spelling:**—From the lessons of the day.

**Arithmetic:**—Percentage, profit and loss ; trade discount ; (more difficult problems in these subjects;) first "case" in commission; simple interest ; partial payments (U. S. rule); a little time on compound and annual interest ; bank discount ; taxes ; duties ; fire insurance ; longitude and time (see mathematical geography of same grade) ; mensuration ; more difficult problems in work of preceding year ; easy problems in masonry and brickwork, excavating cellars and ditches, filling in of road-beds, &c. ; board measure ; public lands ; drill in mechanical work.

**Concrete Geometry,** once a week.

**Elementary Science,** twice a week.

**Geography:**—Descriptive and political, Europe, Asia, Africa and the Islands.

**Penmanship:**—Book No. 5 ; Movement Tablet, No. 2. Copy a list of the Presidents of the United States, with the names of their respective political parties, and a selection from Longfellow's poem, *The Builders*, worked into copies ; the object being to develop the writing of full pages of connected sentences ; business and social forms.

**Singing:**—Sing all intervals of a kind in the scale. Also from one pitch, with and without intervening tones. Sing two-part music.

**Drawing :**

Representation (outline and light and shade).

Geometrical solids and groups of familiar objects. .

Construction (instrumental).

Use of instruments.

Drawing to scale.

Working drawings and patterns of geometrical solids and objects based upon them.

**Decoration :—**

Historic ornament from casts and charts in outline and color.

Water-color from objects in nature-study.

**Physical training.**

### Grade A.

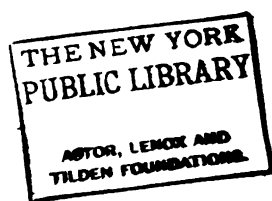
**English, Literature:**—*The Lady of the Lake*, *Ivanhoe*, *The Christmas Carol*, *The Merchant of Venice*.

**Beginning Latin, or English Grammar.**

**Grammar:**—Sentences, complex and compound. Classes of nouns and pronouns. Declension. Adjectives, kind and comparison. Verbs, idiomatic forms. Use of shall and will, should and would. Tenses of infinitive. Composition of tenses of all modes, &c. Business letters—applying for situations, writing telegrams and advertisements, &c. Forms of checks, drafts, &c. Formal theme-writing, &c.

**Spelling:**—From the lessons of the day.

**Arithmetic:**—Stocks and bonds ; domestic exchange ; simple proportion ; partnership ; square root and its applications ; a careful review of fundamental processes, cancellation, factoring, greatest common divisor,





least common multiple ; careful review of common and decimal fractions, percentage, simple interest and bank discount, metric system—as much as is required in the study of the natural sciences, three times a week.

(Literal notation introduced in this and the preceding grade wherever practicable.)

Concrete Geometry, twice a week.

English History and Elements of Civil Government.

Bookkeeping :—Bryant & Stratton's Common School, with commercial law—optional.

Singing :—Sing all intervals of a kind in the scale. Also from one pitch, with and without intervening tones, sing two-part music.

Drawing.

Representation (light and shade)—

Artistic grouping and rendering of groups of geometric solids and groups of still life.

Construction (instrumental)—

Working drawings—

Joints and details of machinery.

Patterns—

Various prisms.

Decoration—

Historic ornament in color ; original design from plant form

Water-color from objects in nature-study.

Physical Training :—Manual training.

NOTE.—Pupils who manifest more than usual maturity or working power may take work additional to that of the class, with a view to completing the course in a shorter time.

### Elementary Science.

Following are suggestive subjects for work in Science to be given in the different grammar grades, the fulness with which the subject is treated to depend upon the advancement of the class.

#### 1. Zoölogy—

*a.* Birds—1. Nest-building. 2. Migration. 3. Winter residents.

4. Food. 5. Protection. 6. Flight. 7. The young.

*b.* Insects—1. Types. 2. Transformations. 3. Habits. 4. Structure. 5. Adaptation of structure to habits. 6. Collect and classify according to types.

Painting, drawing and writing.

#### 2. Botany—

*a.* The plant as a whole.

1. Environment. 2. Effect of the weather.

*b.* Winter condition of plants.

1. Twigs. 2. Buds. 3. Seeds.

A tree selected by each pupil for special study.

- c.* Annuals, biennials, perennials.
- d.* Germination.
  - 1. Experiments showing the conditions necessary to growth.
  - 2. The manner of growth. 3. Monocotyledons. 4. Dicotyledons.
- e.* Leaves.
  - 1. Form. 2. Color. 3. Parts. 4. Function.
- f.* Roots.
  - 1. Form. 2. Function.
- g.* Flowers.
  - 1. Types. 2. Functions. 3. Structure. 4. Classify according to class structure.
- 3. Physics—
  - a.* Water.
    - 1. Pressure. 2. Buoyancy. 3. Density. 4. Impenetrability.
    - 5. Capillary phenomena. 6. Solubility.
  - b.* Water and heat.
    - 1. Expansion. 2. Circulation. 3. Boiling. 4. Freezing.
  - c.* Air.
    - 1. Occupies space. 2. Exerts pressure. 3. Circulation.
- Drawing and writing.
- 4. Order of study—Observe, describe, compare, classify.
- Painting, drawing and writing.

The ends sought—

- 1. Interest in Nature and the Forces of Nature.
- 2. Training of the observing powers.
- 3. Intelligent thinking and correct statement.
- 4. Acquisition of knowledge.

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## HIGH SCHOOL.

### Classical Course.

#### GRADE C.

English:—As in English Course.

Algebra:—To Quadratics.

American History and Civil Government.

Latin:—Grammar and lessons; Cæsar begun.

Singing, twice a week.

Drawing:—As in Scientific Course—twice a week.

Physical Training, twice a week.

## GRADE B.

English:—As in English Course—three times a week.

Algebra:—Beginning with Quadratics through the Progressions—three times a week.

Geometry:—Three books, with Constructions and Original Demonstrations—twice a week.

History:—Greek and Roman, with their Oriental connections—three times a week.

Latin:—Cæsar, Books I-V ; Latin Grammar—four times a week.

Greek:—Grammar and lessons; Xenophon begun—four times a week.

Singing, twice a week.

Drawing:—As in Scientific Course. Optional.

Physical Training, twice a week.

## GRADE A.

English:—Literature, as in English Course—twice a week.

Rhetoric, twice a week.

Geometry:—Books IV-VII—three times a week.

History:—Roman, one term ; French, one term—three times a week.

Latin :—Virgil, *Æneid* I-VI ; *Eclogues* I-X—four times a week.

Greek :—Xenophon, *Anabasis*, Books I-IV—four times a week.

French or German, twice a week.

Singing, twice a week.

Physical Training, twice a week.

Drawing :—As in English Course. Optional.

## Senior.

English :—As in English Course—four times a week.

Latin :—Sallust, *Catiline* ; Cicero, *Orations* VI ; Latin Composition—four times a week.

Greek :—Homer, *Iliad*, Books I-III ; Greek Grammar and Prosody Greek Composition.

French or German, four times a week.

Trigonometry, or Higher Algebra, or History (Intensive), three times a week.

Singing, twice a week.

Physical Training, twice a week.

Drawing :—As in Scientific Course, twice a week. Optional.

## Scientific Course.

## GRADE C.

English :—As in English Course.

Algebra :—To Quadratics.

Latin :—Grammar and Lessons ; Cæsar begun.



Botany :—One term.

Zoölogy :—One term.

Singing :—Chromatics. Minor Scales. Sight-reading in any key.  
Augmented primes. Chromatic modulation, twice a week.

Physical Training, twice a week.

Drawing, twice a week.

Historic ornament, with notes.

Geometric problems.

Scientific perspective, with lectures.

Tests in free-hand representation.

Water-color from nature.

Light and shade in pencil.

Pen and ink from copy.

#### GRADE B.

English :—As in English Course, three times a week.

Algebra :—Beginning with Quadratics, through the Progressions, three times a week.

Geometry :—Three books, with Constructions and Original Demonstrations, twice a week.

History :—Greek and Roman, with their Oriental connections, three times a week.

Physics, three times a week.

German or French :—German—Grammar, Lesebuch, Grimms Märchen, Easy Conversation, Poetic Selections. French—Abbreviated Course of Pronunciation, Introductory French Grammar, French Dictations, Easy Conversation, four times a week.

Latin :—Caesar, Books I-V ; Latin Grammar, four times a week.

Singing, twice a week.

Physical Training, twice a week.

Drawing, twice a week.

Charcoal drawings from geometric solids, still life and casts.

Water-color from leaves, flowers and fruit.

Design in color.

Pen and ink sketching from objects and flat copy.

Mechanical drawing.

Department of work optional.

#### GRADE A.

English :—Literature as in English Course, twice a week. Rhetoric, twice a week.

Geometry :—Books IV-VII—three times a week.

History :—Roman, one term ; French, one term—three times a week.

Latin :—Virgil, Æneid I-VI ; Eclogues I-X—four times a week.

German or French :—German.—Grammar, Advanced Conversations, Wilhelm Tell, Maria Stuart, Hermann und Dorothea. French.—Interme-

diat French Grammar ; Cours de Mythologie-Fleury Théâtre choisi de Molière-Classique ; Advanced Conversation—four times a week.

Physics, twice a week.

Singing, twice a week.

Physical Training, twice a week.

Drawing, twice a week—

Water-color from leaves, flowers and still life.

Charcoal drawings from cast of heads.

Mechanical drawing for machine details.

Department of work optional.

### Senior.

English :—As in English Course, four times a week.

Latin :—Sallust, Catiline ; Cicero, Orations VI ; Latin Composition, four times a week.

German or French. French :—Grammaire Supérieure de l'Ouadémie, Cours de Littérature Classique, Cours Complete de Conversation avec Proverbes et Idioms, Translation of "Graziella," four times a week.

Chemistry.

Trigonometry or Higher Algebra or History (Intensive), three times a week.

Singing, twice a week.

Physical Training, twice a week.

Drawing, twice a week. Optional.

### English Course.

#### GRADE C.

English :—Myths ; Iliad, I-VI ; Idylls of the King ; Euripides, Alcestis ; Virgil, Æneid, I-VI ; Ben Hur.

English History and Civil Government.

Algebra :—To Quadratics.

Zoology :—One term.

Botany :—One term.

Singing, twice a week.

Physical Training, twice a week.

Drawing :—As in Scientific Course, twice a week.

#### GRADE B.

English :—Selections from Dante's Inferno ; Prologue to Canterbury Tales and Knight's Tale ; Midsummer Night's Dream, three times a week. Additional, twice a week.

Algebra :—Beginning with Quadratics, through the Progressions, three times a week.

Geometry :—Three books with Constructions and Original Demonstrations, twice a week.

History :—Greek and Roman, with their Oriental connections, three times a week.

Physics, three times a week.

French or German :—As in Scientific Course, four times a week.

Singing, twice a week.

Physical Training, twice a week.

Drawing :—As in Scientific Course, twice a week.

#### GRADE A.

English :—Sir Roger de Coverley Papers ; Vicar of Wakefield ; Deserted Village ; Gray's Elegy ; Selections from Burns' Poems, twice a week. Additional, twice a week. Rhetoric, twice a week.

Geometry :—Books IV-VII, three times a week.

History :—Roman, one term ; French, one term, three times a week.

Review American History or Higher Arithmetic, twice a week.

Physics, twice a week.

French or German :—As in Scientific Course, four times a week.

Singing, twice a week.

Physical Training, twice a week.

Drawing :—As in Scientific Course, twice a week.

#### Senior.

English :—Hamlet ; Selections from Paradise Lost ; Selections from Wordsworth's Poems ; Emerson's Essays, Eloquence and Behavior ; Selections from Lowell's Essays and Poems ; Selections from Tennyson ; David Copperfield ; Silas Marner, four times a week.

French or German :—As in Scientific Course, four times a week.

Chemistry.

Trigonometry or Higher Algebra, three times a week.

History (Intensive), three times a week.

Singing, twice a week.

Physical Training, twice a week.

Drawing :—As in Scientific Course, twice a week.

#### Elective.

Instrumental Music. Manual Training.

The diploma of the institution is given on the completion of either of the above courses.

The diploma will be received in lieu of an examination for persons desiring to enter Wellesley, Vassar, The Woman's College at Baltimore Rutgers, and several other colleges.

## High School Department.

## C CLASS.

<i>Classical.</i>	<i>Latin Scientific.</i>	<i>English.</i>
Latin, . . . . . 5 per.	Latin, . . . . . 5 per.	American History, . . . 5 per.
American History, . . . 5 "	American History or Eng- lish, . . . . . 5 "	English, . . . . . 5 "
English History, . . . 5 "	Algebra, . . . . . 5 "	Algebra, . . . . . 5 "
Algebra, . . . . . 5 "	Zoology, $\frac{1}{2}$ year, . . . } 5 "	Zoo'ogy, $\frac{1}{2}$ year, . . . } 5 "
—	Botany, $\frac{1}{2}$ year, . . . }	Botany, $\frac{1}{2}$ year, . . . —
20 "	—	20 "
	20 "	

## B CLASS.

<i>Classical.</i>	<i>Latin Scientific.</i>	<i>English.</i>
Latin, . . . . . 5 per.	Latin, . . . . . 5 per.	French or German, . . . 4 per.
Greek, . . . . . 4 "	French or German, . . . 4 "	Math. { Algebra, . . 2, } 5 "
Math. { Algebra, . . 2, } 5 "	Math. { Algebra, . . 2, } 5 "	Geometry, . . 3, }
History—Greek and Ro- man, . . . . . 3 "	History—Greek and Ro- man, . . . . . 3 "	History—Greek and Ro- man, . . . . . 3 "
English, . . . . . 3 "	English, . . . . . 3 "	English, . . . . . 5 "
—	Physics, . . . . . 3 "	Physics, . . . . . 3 "
20	—	—
	23 "	20

## A CLASS.

<i>Classical.</i>	<i>Latin Scientific.</i>	<i>English.</i>
Latin, . . . . . 4 per	Latin, . . . . . 4 per.	French or German, . . . 4 per.
Greek, . . . . . 4 "	French or German, . . . 4 "	Geometry, . . . . . 3 "
French or German, . . . 2 "	Geometry, . . . . . 3 "	English { Literature, 4, } 6 "
Geometry, . . . . . 3 "	English { Literature, 2, } 4 "	Rhetoric, . . 2, }
English { Literature, 2, } 4 "	History—French, . . . 3 "	History—French, . . . 3 "
Rhetoric, . . 2, }	Physics, . . . . . 2 "	Physics, . . . . . 2 "
History—French, . . . 3 "	—	Higher Arithmetic, . . . 2 "
—	—	—
20	20	20 "

## SENIOR CLASS.

<i>Classical.</i>	<i>Latin Scientific.</i>	<i>English.</i>
Latin, . . . . . 4 per.	Latin, . . . . . 4 per.	French or German, . . . 4 per.
Greek, . . . . . 5 "	French or German, . . . 4 "	English, . . . . . 4 "
French or German, . . . 4 "	English, . . . . . 4 "	Trigonometry or Algebra, 3 "
English, . . . . . 4 "	Trigonometry or Algebra or History (Intensive), 3 "	History (Intensive), . . . 3 "
Trigonometry or Algebra or History (Intensive), 3 "	Chemistry, . . . . . 5 "	Chemistry, . . . . . 5 "
—	—	—
20	20	19



## Regulations.

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The spring term in 1897 will begin February 2d. The spring vacation will extend from 12 M. April 9th, to 10:30 A. M., April 19th. The schools will close for the summer vacation June 17th.

The fall term of 1897 will begin Tuesday, September 14th, at 8:45 A. M. The spring term in 1898 will begin Tuesday, February 1st.

The Schools will be closed on Washington's Birthday, Decoration Day, Thanksgiving Day and the day following. A vacation of about ten days is given at the Christmas holidays.

### Necessaries.

Each lady boarder should have overshoes, an umbrella and a water-proof cloak. Each gentleman boarder should have overshoes, an umbrella and slippers. Every boarder should be provided with a napkin-ring, and two clothes-bags distinctly marked with his or her name.

Young ladies should be provided with a gymnasium suit, which they may bring with them, or which may be secured in Trenton at about \$4 cost.

This suit should be made of navy-blue flannel, and consist of a short divided skirt and a blouse with very loose sleeves.

Young gentlemen should be provided with a gymnasium suit consisting of gray flannel shirt, gray trousers and black canvas slippers; also, they should be provided with bath towels.

### Government.

In the "Boys' Hall" is a Preceptor, and in the "Girls' Hall" a Preceptress. The Preceptor and Preceptress attend to the discipline and all the regulations governing the students in the halls, looking after their habits of study, recreation, amusements, absence, library rules, the assignment of rooms, &c.

### Restrictions.

The young ladies are not permitted to go into town except at stated times. All are expected to take exercise at the appointed times. No one is permitted to be absent during study hours without accepted excuse. Pupils are not permitted to visit home or leave Trenton during term time excepting for urgent reasons, and then on the written application of the parent, signed by the Principal.

Pupils are expected to be governed by the specific rules of the halls, at all times deporting themselves as gentlemen and ladies, avoiding questionable practices, such as the use of tobacco, vulgarity or rudeness of any kind. Frequenting liquor saloons or places of ill-repute will be deemed just cause for suspension. Students will be held responsible and required to pay for any damages to the School property by themselves or their visitors. For hygienic reasons, students will not be permitted to bring or receive from home any eatables excepting fresh fruit.

Previous to holidays and vacations the School closes at 12 M. Students will not be permitted to leave before this hour for shopping or other purposes, as the School must be kept intact until the regular time of closing, and the afternoon affords time to reach any part of the State.

Persons not wishing to comply with the above conditions are earnestly requested not to make application for admission to the School.

#### Arrivals.

Students will not be received at the boarding halls until the day before the opening of the term, namely, Monday, September 13th, 1897, or Monday, January 31st, 1898. Students intending to board at the halls should come on the day before the opening of the term, that they may get their rooms arranged, and be ready for work the following morning. This applies to old students as well as new ones. On arriving at the station, the student should give his check for baggage to the local expressman, who will deliver all baggage at moderate terms, and then proceed directly to the boarding halls, which are located on Clinton avenue but a short distance from either of the main stations. From the Clinton street station of the Pennsylvania railroad the halls are distant but three blocks. From the Reading station on Warren street, the electric cars run to the corner of State and Clinton streets, about two blocks from the Schools.

#### Guests.

When there is room, guests of the students will be entertained at the halls at a cost of \$1 per day.

#### Religious Services.

The student or his parents are expected to name his denomination and the student to attend the morning service and Sunday-school of the church or churches of that denomination designated by the School. Attendance upon the evening service is optional.

#### Appointments.

Persons living at a distance, and desiring to meet the Principal on business, should make an appointment before coming to the School, as his duties sometimes compel his absence from the Schools.

### **Boarding Halls.**

The boarding halls are handsomely fitted up. They are strictly cared for in all sanitary matters, and are provided with baths. The sleeping-rooms are furnished with Brussels carpets, hard-wood bed-room sets, are lighted by gas, heated by steam, and their walls nicely papered. All bedding and towels, excepting bath towels, are furnished. Persons desiring rooms should make application as soon as they decide to come, that a room may be reserved for them. The older students are given the choice of rooms. Neither the rooms selected before the close of school by the old students nor those reserved for new students will be held longer than the third day after the opening, unless by special arrangement.

### **Registration.**

As soon as a person decides to enter the School she should send for registration her full name, age, address, the department (Normal or Model) she desires to enter, and whether or not she wishes board at the boarding hall, also a reference as to her character.

The number of rooms at the hall is limited, and they will be reserved for students in the order of their application.

Students are not permitted to board elsewhere than at the hall, excepting by permission of the Principal. This permission is limited to boarding with near relatives or friends under very special circumstances.

### **Statement of Physical Condition.**

In order to assist the officers of the School in their endeavor not only to guard against the occurrence of illness among the pupils, but also to make vigorous men and women of them, parents are requested to provide the students with answers, as fully as possible, to the following questions :

Age ?

Birthplace ?

Nationality ?

If father is dead, what was the cause of death ?

If mother is dead, what was the cause of death ?

Which does he (or she) most resemble, father's or mother's family ?

Is his (or her) general health good ?

Has he (or she) always had good health ?

What hereditary diseases are there in the family ?

What children's diseases has the pupil had ?

Has he (or she), within two weeks, been exposed to any contagious diseases, and if so, what ?

Has he (or she) been vaccinated, and if so, when ?

Are the eyes in good condition ?



Check (+) such of the following diseases as he (or she) is subject to:  
Boils, jaundice, dizziness, sleeplessness, rheumatism, dyspepsia, bilious attacks, habitual headache, skin eruptions, cold in head or throat.

Have you any information to give as to his (or her) general health, or as to any particular tendencies to be guarded against?

#### **Washing.**

The washing is included in the price for board.

Each student is limited to twelve pieces per week, exclusive of handkerchiefs. A moderate charge is made for any further washing.

All clothing must be distinctly marked with the owner's name. Payson's indelible ink should be used in marking, as it is about the only kind that will not wash out.

#### **Board.**

A good, substantial, wholesome living is provided. While the food is plain, it is of the best in quality. The halls have their own bakery, and the cooking and baking are of the best.

The following bill of fare will give a good general idea of the living. The housekeeper exercises her taste in adding as much variety as the largeness of the numbers will permit:

#### **Bill of Fare.**

##### **BREAKFAST.**

White bread, and either oatmeal, hominy or corn bread;  
sometimes graham bread.

Potatoes, meat, eggs or fish.

Coffee or milk.

The sick are furnished with toast, or any reasonable specialty.

##### **DINNER.**

Meat, either roast or fried.

Three vegetables.

Dessert always. Usually ice cream on Sundays.

##### **SUPPER.**

Bread or rolls.

Tea.

A fruit of the season.

Cold meat.

Cheese.

Cake.

Milk.

**Rates.****BOARDERS.**

All payments must be made quarterly in advance.

There are in each school year two terms of two quarters each, making four quarters of about ten weeks in length.

Model pupils and Normal pupils not intending to teach, pay \$50 a quarter; namely, \$37.50 for board and \$12.50 for tuition and books.

Normal pupils, intending to teach, pay as follows per quarter:

Ladies, \$37.50 for board, and \$1 for use of books.

Gentlemen, \$39.00 for board, and \$1 for use of books.

These charges cover all expenses, including washing.

Pupils who enter within three weeks of the beginning of the quarter are chargeable for the whole quarter.

Pupils who are absent by permission, on account of sickness or for other unavoidable cause, for three weeks or more at one time, are entitled to a drawback of \$2.50 a week for board, and two-thirds of the tuition charges, for the period of said absence.

In cases of expulsion from School there will be no drawback.

**DAY PUPILS.**

Normal day pupils, not intending to teach, pay \$12.50 per quarter.

Those intending to teach pay \$1 per quarter for the use of books.

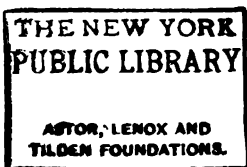
The charges for day pupils in the Model School, for tuition and use of books, are as follows, per quarter:

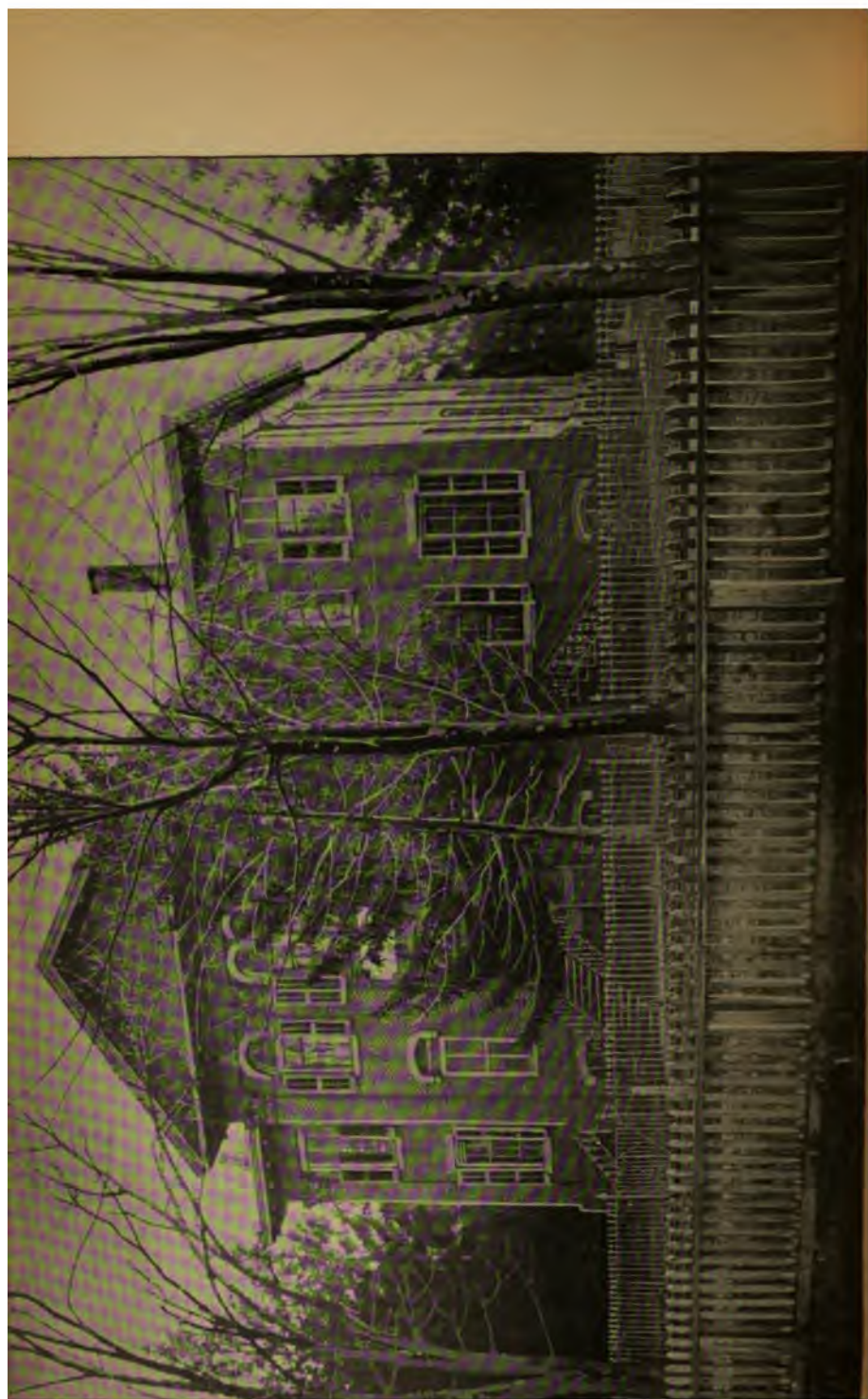
Primary, first year, . . . . .	\$6 50
Primary, second year, . . . . .	7 00
Primary, third year, . . . . .	8 00
Primary, fourth year, . . . . .	9 00
Grammar School, D, . . . . .	10 50
Grammar School, C, . . . . .	11 50
Grammar School, B, . . . . .	12 50
Grammar School, A, . . . . .	13 50
High School, . . . . .	14 50

**INSTRUMENTAL MUSIC.**

The charge, both to boarders and to day pupils, is \$16, \$17 and \$18 (according to the class of piano) a quarter of eighteen lessons.







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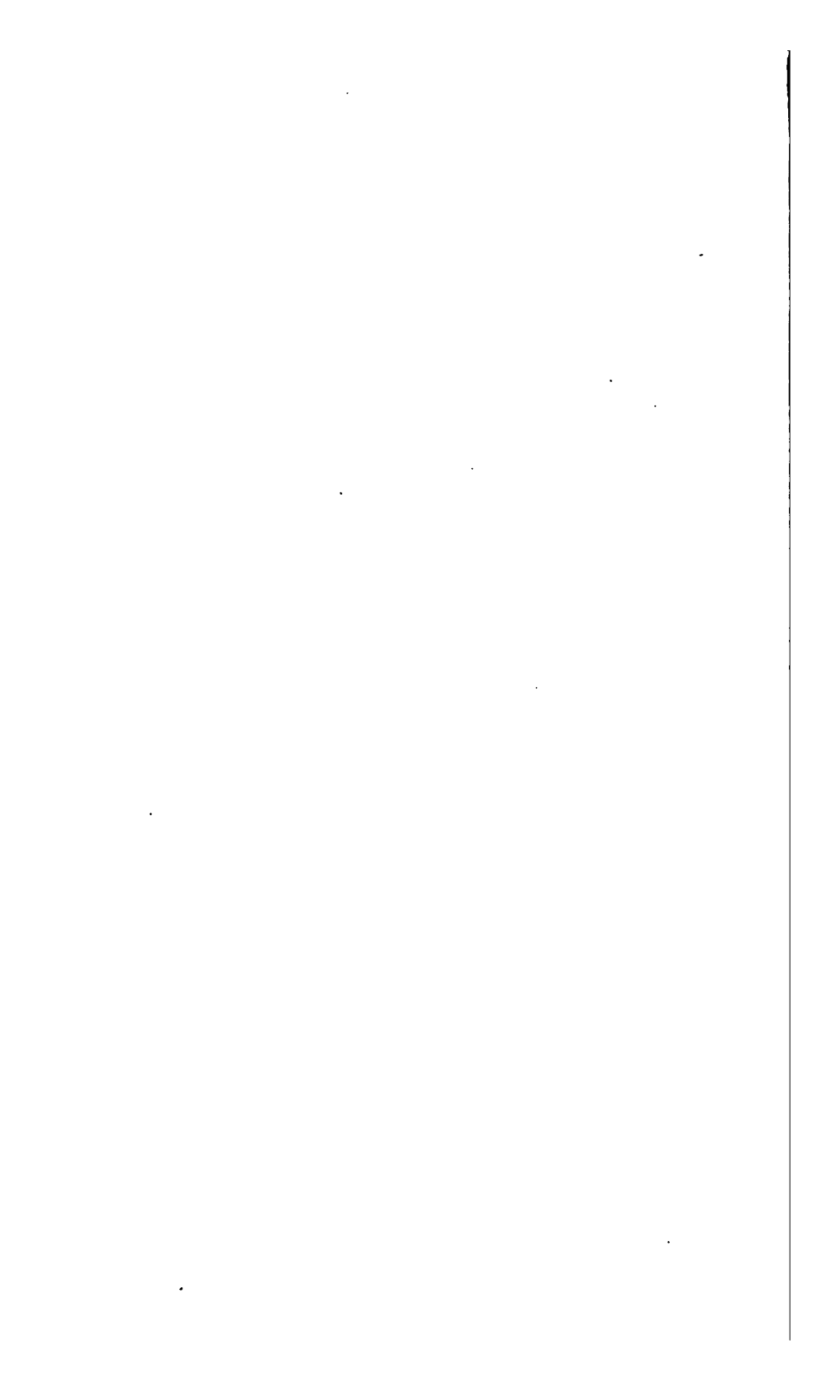
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**ANNUAL REPORT**  
**OF THE**  
**Farnum Preparatory School,**  
**BEVERLY, N. J.,**  
**An Adjunct of the New Jersey State Normal School,**  
**TRENTON, N. J.**  
**1896.**

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(135)



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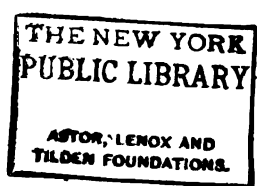
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MARY W. HUTCHINSON,  
*Instructor of Primary Classes.*

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SUSIE M. CLARK,  
*Instructor in Drawing and Geography.*







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---

MARY W. HUTCHINSON,  
*Instructor of Primary Classes.*

---

SUSIE M. CLARK,  
*Instructor in Drawing and Geography.*

---

## B CLASS.

Name.	Residence.
Betticher, Charles E. . . . .	Beverly.
Coffee, Eugene M. . . . .	Beverly.
Conard, Mabel D. . . . .	Beverly.
Emlen, Emma F. . . . .	Florence.
Fish, Bertha . . . . .	Beverly.
Hunter, Harry W. . . . .	Delanco.
Irwin, May D. . . . .	Beverly.
Massey, Bessie A. . . . .	Burlington.
Platt, Frank B. . . . .	Burlington.
Reed, Edward R. . . . .	Beverly.
Robbins, Lily M. . . . .	Florence.
Rogers, Charles C. . . . .	Beverly.
Rue, S. Potter . . . . .	Beverly.
Russ, Bertha M. . . . .	Beverly.
Simon, Ella P. . . . .	Beverly.
Smith, Ida M. . . . .	Beverly.
Smith, Mary A. . . . .	Riverton.
Souder, Edna B. . . . .	Beverly.
Vansciver, Rena J. . . . .	Beverly.
Wilder, Clara . . . . .	Beverly.

## Grammar School Department.

## A CLASS.

Albury, Claribel . . . . .	Beverly.
Betticher, Julius C. . . . .	Beverly.
Blyler, Earl R. . . . .	Beverly.
Blyler, Walter T. . . . .	Beverly.
Bramall, Sarah L. . . . .	Riverside.
Bryan, Agnes R. . . . .	Beverly.
Bryan, Martha P. . . . .	Beverly.
Carty, Linda C. . . . .	Florence.
Chambers, Katherine M. . . . .	Beverly.
English, C. Clement . . . . .	Beverly.
Fogerty, George . . . . .	Beverly.
Graff, Filson, . . . . .	Riverton.
Gray, Sadie F. . . . .	Beverly.
Haig, Howard D. . . . .	Riverton.
Harris, Nellie . . . . .	Edgewater Park.
Lambert, Chauncey B. . . . .	Riverside.
Lane, Albert M. . . . .	Beverly.
Massey, Abbie B. . . . .	Burlington.
Purcell, Paul B. . . . .	Burlington.
Shedaker, Irene, . . . . .	Beverly.
Stiles, Anna R. . . . .	Riverton.
Toy, Jennie W. . . . .	Riverton.

## Treasurer's Report,

Showing Receipts and Disbursements of the Farnum Preparatory School, for the year ending August 31st, 1896.

### RECEIPTS.

Balance from old account, . . . . .	\$1,288 20
From State appropriation. . . . .	1,200 00
From Tuition, . . . . .	2,591 06
Income from endowment fund, . . . . .	1,064 00
	<hr/>
	\$6,143 26

### DISBURSEMENTS.

Salaries, . . . . .	\$4,325 00
Books and stationery, . . . . .	221 89
Advertising and printing, . . . . .	15 75
Water, . . . . .	15 00
Buildings and furniture, . . . . .	176 90
Fuel, . . . . .	139 00
Incidentals, . . . . .	30 16
Amount to balance, . . . . .	1,219 56
	<hr/>
	\$6,143 26

Respectfully submitted,

J. BINGHAM WOODWARD,

*Treasurer.*

Audited and approved.

GEORGE A. FREY,

*Chairman Committee on Finance and Auditing.*

**Primary.****A CLASS.**

Name.	Residence.
Atkinscn, Albert A. . . . .	Edgewater Park.
Barker, Mary E. . . . .	Beverly.
Bryan, Isabel A. . . . .	Beverly.
Hippenstiel, Allen . . . . .	Delanco.
Perkins, Julia S. . . . .	Beverly.
Platt, Alfred E. . . . .	Burlington.
Roberts, Isabel . . . . .	Beverly.
Rue, Mollie E. . . . .	Beverly.
Smith, Marion . . . . .	Beverly.
Steel, Louis D. . . . .	Delanco.
Taylor, S. Nelson . . . . .	Beverly.
Thompson, Leila, . . . . .	Beverly.

**B CLASS.**

Adolph, Alfred W. . . . .	Edgewater Park.
Higgins, Eleanor . . . . .	Beverly.
Reed, Chandler . . . . .	Beverly.
Rckhill, Annabel . . . . .	Beverly.
Shirk, Georgianna . . . . .	Beverly.

**C CLASS.**

Adolph, Elwood W. . . . .	Edgewater Park.
Adolph, George W. . . . .	Edgewater Park.
Baird Helen . . . . .	Beverly.
Dickson, Anna M. . . . .	Beverly.
Fish, Julia C. . . . .	Beverly.
Jones, Ella . . . . .	Beverly.
Krim, Karl . . . . .	Beverly.
Lane, Louis V. . . . .	Beverly.
Marion, Raymond H. . . . .	Beverly.
Perkins, Earl E. . . . .	Beverly.
Perkins, Mitchell B. . . . .	Beverly.

**Summary.**

	Males.	Females.	Total.
Graduates, . . . . .	..	5	5
Total enrollment during first quarter, . . . . .	48	74	122
“ “ “ second quarter, . . . . .	51	69	120
“ “ “ third quarter, . . . . .	51	72	123
“ “ “ fourth quarter, . . . . .	52	71	123
“ “ for the year, . . . . .	54	78	132

# STATE NORMAL SCHOOL REPORT.

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## HIGH SCHOOL DEPARTMENT.

	Males.	Females.	Total.
Enrollment in Senior Class, . . . . .	7	7	7
"    "    A Class, . . . . .	2	16	18
"    "    B Class, . . . . .	7	13	20

## GRAMMAR SCHOOL DEPARTMENT.

Enrollment in A Class, . . . . .	10	12	22
"    "    B Class, . . . . .	3	10	13
"    "    C Class, . . . . .	9	6	15
"    "    D Class, . . . . .	9	..	9

## PRIMARY.

Enrollment in A Class, . . . . .	5	7	12
"    "    B Class, . . . . .	2	3	5
"    "    C Class, . . . . .	7	4	11
Total enrollment, . . . . .	54	78	132

The following pupils were admitted free of tuition charges, upon the condition of their signing contract to enter the State Normal School after completing the course in the Farum School :

## SENIOR.

Name.	Residence.
Evaul, Ada B. . . . .	Palmyra.
Harris, Deborah A. . . . .	Edgewater Park.
Morgan, Mary . . . . .	Palmyra.
Squires, Florence E. . . . .	Palmyra.

## A CLASS.

Atkinson, Isabel M. . . . .	Edgewater Park.
*Austin, Florence . . . . .	Edgewater Park.
Carter, Ella S. . . . .	Beverly.
*Davis, Bertha E. . . . .	Stevens.
Gray, Jean G. . . . .	Beverly.
Knodle, E. Roberta . . . . .	Beverly.
Nickelson, L. Ella . . . . .	Beverly.
Read, Caroline B. . . . .	Beverly.
Rockhill, Emily E. . . . .	Beverly.
Tullis, Nellie E. . . . .	Columbus.
Vansciver, Frances E. . . . .	Stevens.
Wood, Mary L. . . . .	Stevens.

\* Deceased.

## Commencement Exercises of the Farnum Preparatory School.

Thursday Evening, June 11th, 1896, at 8 O'Clock.

### PROGRAM.

Selection, Instrumental, . . . . . GRACE M. WILSON.

### PRAYER.

Chorus, "Come Away to the Woods." . . . . .

Essay, "The Law of Beauty," . . . . . JENNIE S. YOUNG.

Essay, "New Jersey's Treatment of the Indian," . . . . . ADA B. EVAUL.

Instrumental Duet, Overture, "Poet and Peasant," . . . . . *Fr. v. Suppe.*

RENA J. VANSIVER and BERTHA FISH.

Recitation, "Victor and Vanquished," . . . . . *Harry Thurston Peck.*

DEBORAH A. HARRIS.

Chorus, "Sailing the Sea." . . . . .

Essay, "Proverbs," . . . . . MARY MORGAN.

Recitation, "Goliath," . . . . . *Thomas Bailey Aldrich.*

JENNIE S. YOUNG.

Chorus, "None So Gay As We." . . . . .

Essay, "The Heart Giveth Grace Unto Every Art," FLORENCE E. SQUIRES.

Instrumental Solo, "Shepherds All and Maidens Fair," *Ethelbert Nevin.*

GRACE M. WILSON.

Conferring Diplomas, . . . . .

by GEORGE A. FREY, of the State Board of Education.

Chorus, "The Village Band." . . . . .

## Graduates.

Name.	Residence.
Hvaal, Ada B. . . . .	Palmyra.
Harris, Deborah A. . . . .	Edgewater Park.
Morgan, Mary . . . . .	Palmyra.
Squires, Florence E. . . . .	Palmyra.
Young, Jennie S. . . . .	Beverly.





# Registry.

The following is the enrollment of the students of the Farnum School, with their classification at the close of the year :

## High School Department.

### SENIOR.

Name.	Residence.
Evaul, Ada B. . . . .	Palmyra.
Harris, Deborah A. . . . .	Edgewater Park.
Morgan, Mary . . . . .	Palmyra.
Parker, Bessie T. . . . .	Beverly.
Shedaker, Ella M. . . . .	Beverly.
Squires, Florence E. . . . .	Palmyra.
Young, Jennie S. . . . .	Beverly.

### A. CLASS.

Atkinson, Isabel M. . . . .	Edgewater Park.
*Austin, Florence . . . . .	Edgewater Park.
Carter, Ella S. . . . .	Beverly.
*Davis, Bertha E. . . . .	Stevens.
Gray, Jean G. . . . .	Beverly.
Hibbs, Laura G. . . . .	Riverton.
Knodle, E. Roberta, . . . . .	Beverly.
Levin, Siegmund H. . . . .	Beverly.
Nickelson, L. Ella . . . . .	Beverly.
Price, Mabel F. . . . .	Beideman.
Read, Caroline B. . . . .	Beverly.
Rockhill, Emily E. . . . .	Beverly.
Street, J. Fletcher . . . . .	Beverly.
Tullis, Nellie E. . . . .	Columbus.
Vansciver, Frances E. . . . .	Stevens.
Walnut, Mary P. . . . .	Riverton.
Wilson, Grace M. . . . .	Beverly.
Wood, Mary L. . . . .	Stevens.

\* Deceased.

## B CLASS.

Name.	Residence.
Betticher, Charles E. . . . .	Beverly.
Coffee, Eugene M. . . . .	Beverly.
Conard, Mabel D. . . . .	Beverly.
Emlen, Emma F. . . . .	Florence.
Fish, Bertha . . . . .	Beverly.
Hunter, Harry W. . . . .	Delanco.
Irwin, May D. . . . .	Beverly.
Massey, Bessie A. . . . .	Burlington.
Platt, Frank B. . . . .	Burlington.
Reed, Edward R. . . . .	Beverly.
Robbins, Lily M. . . . .	Florence.
Rogers, Charles C. . . . .	Beverly.
Rue, S. Potter . . . . .	Beverly.
Russ, Bertha M. . . . .	Beverly.
Simon, Ella P. . . . .	Beverly.
Smith, Ida M. . . . .	Beverly.
Smith, Mary A. . . . .	Riverton.
Souder, Edna B. . . . .	Beverly.
Vansciver, Rena J. . . . .	Beverly.
Wilder, Clara . . . . .	Beverly.

## Grammar School Department.

## A CLASS.

Albury, Claribel . . . . .	Beverly.
Betticher, Julius C. . . . .	Beverly.
Blyler, Earl R. . . . .	Beverly.
Blyler, Walter T. . . . .	Beverly.
Bramall, Sarah L. . . . .	Riverside.
Bryan, Agnes R. . . . .	Beverly.
Bryan, Martha P. . . . .	Beverly.
Carty, Linda C. . . . .	Florence.
Chambers, Katherine M. . . . .	Beverly.
English, C. Clement . . . . .	Beverly.
Fogerty, George . . . . .	Beverly.
Graff, Filson, . . . . .	Riverton.
Gray, Sadie F. . . . .	Beverly.
Haig, Howard D. . . . .	Riverton.
Harris, Nellie . . . . .	Edgewater Park.
Lambert, Chauncey B. . . . .	Riverside.
Lane, Albert M. . . . .	Beverly.
Massey, Abbie B. . . . .	Burlington.
Purcell, Paul B. . . . .	Burlington.
Shedaker, Irene, . . . . .	Beverly.
Stiles, Anna R. . . . .	Riverton.
Troy, Jennie W. . . . .	Riverton.

## B CLASS.

Name.	Residence.
Arndt, Laura M. . . . .	Riverside.
Atkinson, Robert J. . . . .	Edgewater Park.
Bailey, Edna B. . . . .	Beverly.
Craythorn, Howard D. . . . .	Beverly.
Denniston, Mabel G. . . . .	Beverly.
Hippenstiel, J. Marie . . . . .	Delanco.
Jones, Gertie M. . . . .	Delanco.
Levin, Morris R. H. . . . .	Beverly.
Mathews, Roberta . . . . .	Palmyra.
Ourt, Anna L. . . . .	Riverton.
Perkins, Myrtle T. . . . .	Beverly.
Rue, Fannie E. . . . .	Beverly.
Walnut, Bessie T. . . . .	Riverton.

## C CLASS.

Baird, Adelaide R. . . . .	Beverly.
Cortright, Nannie . . . . .	Beverly.
Craige, John H. . . . .	Delanco.
Eldridge, Pearl B . . . . .	Beverly.
Fish, Lidie F. . . . .	Beverly.
Graff, Egbert . . . . .	Riverton.
Gray, Alan P. . . . .	Beverly.
Hood, Milton C . . . . .	Beverly.
Marion, William . . . . .	Beverly.
Perkins, Florence M. . . . .	Beverly.
Quigley, J. Fletcher . . . . .	Beverly.
Reed, Bertha S. . . . .	Beverly.
Schneider, Harry . . . . .	Delanco.
Taylor, F. Blair . . . . .	Beverly.
Welsh, William A. . . . .	Beverly.

## D CLASS.

Baird, J. Alan . . . . .	Beverly.
Beatty, Albert E. . . . .	Beverly.
Conard, William K . . . . .	Beverly.
Cortright, Edwin K . . . . .	Beverly.
Hansell, Joseph F . . . . .	Delanco.
Merritt, Frederick A . . . . .	Beverly.
Neely, Walter C. . . . .	Beverly.
Perkins, T. Oliver . . . . .	Beverly.
Platt, Albertus R. . . . .	Burlington.

**Primary.****A CLASS.**

Name.	Residence.
Atkinson, Albert A. . . . .	Edgewater Park.
Barker, Mary E. . . . .	Beverly.
Bryan, Isabel A. . . . .	Beverly.
Hippenstiel, Allen . . . . .	Delanco.
Perkins, Julia S. . . . .	Beverly.
Platt, Alfred E. . . . .	Burlington.
Roberts, Isabel . . . . .	Beverly.
Rue, Mollie E. . . . .	Beverly.
Smith, Marion . . . . .	Beverly.
Steel, Louis D. . . . .	Delanco.
Taylor, S. Nelson . . . . .	Beverly.
Thompson, Leila, . . . . .	Beverly.

**B CLASS.**

Adolph, Alfred W. . . . .	Edgewater Park.
Higgins, Eleanor . . . . .	Beverly.
Reed, Chandler . . . . .	Beverly.
Rockhill, Annabel . . . . .	Beverly.
Shirk, Georgianna . . . . .	Beverly.

**C CLASS.**

Adolph, Elwood W. . . . .	Edgewater Park.
Adolph, George W. . . . .	Edgewater Park.
Baird Helen . . . . .	Beverly.
Dickson, Anna M. . . . .	Beverly.
Fish, Julia C. . . . .	Beverly.
Jones, Ella . . . . .	Beverly.
Krim, Karl . . . . .	Beverly.
Lane, Louis V. . . . .	Beverly.
Marion, Raymond H. . . . .	Beverly.
Perkins, Earl E. . . . .	Beverly.
Perkins, Mitchell B. . . . .	Beverly.

**Summary.**

	Males.	Females.	Total.
Graduates, . . . . .		5	5
Total enrollment during first quarter, . . . . .	48	74	122
“ “ “ second quarter, . . . . .	51	69	120
“ “ “ third quarter, . . . . .	51	72	123
“ “ “ fourth quarter, . . . . .	52	71	123
“ “ for the year, . . . . .	54	78	132

## HIGH SCHOOL DEPARTMENT.

	Males.	Females.	Total.
Enrollment in Senior Class, . . . . .	7	7	7
“ “ A Class, . . . . .	2	16	18
“ “ B Class, . . . . .	7	13	20

## GRAMMAR SCHOOL DEPARTMENT.

Enrollment in A Class, . . . . .	10	12	22
“ “ B Class, . . . . .	3	10	13
“ “ C Class, . . . . .	9	6	15
“ “ D Class, . . . . .	9	..	9

## PRIMARY.

Enrollment in A Class, . . . . .	5	7	12
“ “ B Class, . . . . .	2	3	5
“ “ C Class, . . . . .	7	4	11
Total enrollment, . . . . .	54	78	132

The following pupils were admitted free of tuition charges, upon the condition of their signing contract to enter the State Normal School after completing the course in the Farum School :

## SENIOR.

Name.	Residence.
Evaul, Ada B. . . . .	Palmyra.
Harris, Deborah A. . . . .	Edgewater Park.
Morgan, Mary . . . . .	Palmyra.
Squires, Florence E. . . . .	Palmyra.

## A CLASS.

Atkinson, Isabel M. . . . .	Edgewater Park.
*Austin, Florence . . . . .	Edgewater Park.
Carter, Ella S. . . . .	Beverly.
*Davis, Bertha E. . . . .	Stevens.
Gray, Jean G. . . . .	Beverly.
Knodle, E. Roberta . . . . .	Beverly.
Nickelson, L. Ella . . . . .	Beverly.
Read, Caroline B. . . . .	Beverly.
Rockhill, Emily E. . . . .	Beverly.
Tullis, Nellie E. . . . .	Columbus.
Vansciver, Frances E. . . . .	Stevens.
Wood, Mary L. . . . .	Stevens.

\* Deceased.

## B CLASS.

Name.	Residence.
Carty, Linda C. . . . .	Florence.
Emlen, Emma F. . . . .	Florence.
Fish, Bertha . . . . .	Beverly.
Irwin, May D. . . . .	Beverly.
Robbins, Lily M. . . . .	Florence.
Smith, Ida M. . . . .	Beverly.
Vansciver, Rena J. . . . .	Beverly.
Wilder, Clara . . . . .	Beverly.

## Remarks.

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Farnum Preparatory School is located in the city of Beverly, noted for its healthfulness and beauty of situation, on a high bluff of the Delaware river, about fifteen miles from Philadelphia. The School is in the vicinity of some of the finest private residences to be found anywhere on the banks of the Delaware.

It was built by Paul Farnum in the year 1855, and on October 6th, 1856, it was formally opened. By an act of the Legislature, approved March 20th, 1857, it was made a part of the State School System, and placed under the control of the Trustees of the State Normal School, Mr. Farnum at the same time, by will, placing upon it an endowment of twenty thousand dollars.

### Objects.

The objects of the School are two fold—

*First.* To furnish to the citizens of Beverly and vicinity a well-organized and well-conducted school, and the best advantages for the proper education of their children.

*Second.* To act in conjunction with the Normal School in the work of preparing teachers for the public schools of the State.

That the first object is attained is obvious from the continued patronage, notwithstanding there are other excellent schools in the vicinity, and also by the positions taken by the graduates of the school in business and in professions other than teaching.

That the second object is attained is seen by the fact that the graduates are found as teachers in the public schools throughout the State, especially in the southern districts. It is true that the majority of these teachers are also graduates of the Normal School ; for this school does not take the place of the work of the Normal, but prepares for it, the pupils leaving this school to finish at the Normal.

### Course of Study.

The curriculum includes Orthography, Reading, Declamation, Grammar, Composition, Rhetoric, Literature, Arithmetic, Algebra, Geometry, Geography, United States History, General History, Civil Government, English History, Drawing, Penmanship, Book-keeping, Physiology, Zoology, Botany, Latin (Grammar, Reader, Cæsar, Virgil, Cicero), Greek (Grammar, Xenophon, Homer). Beginning with September 10th, 1894, the arrangement of studies is the same as that of the Model School.



### Organization.

There are three departments, viz., the Primary, extending over four years; the Grammar School, extending over four years, and the High School, extending over three years

Pupils intending to teach are admitted into the High School Department free of tuition charges, upon passing a satisfactory examination and signing the following contract, viz. : *The undersigned, having been admitted as pupils in the High School Department of the Farnum Preparatory School, hereby declare it is their intention to qualify themselves for the profession of Teaching; and they hereby engage, on leaving this School, to enter the New Jersey State Normal School to complete the necessary training for that profession, or in default thereof, they agree to pay the tuition charges for the time they have been members of the Preparatory Class.*

Any such pupils failing to be promoted two years in succession will not be allowed to re-enter the class.

These pupils are given daily lessons in teaching, and are required to assist the instructors in the work of the School.

Pupils desiring to pursue a select course of study, and who may not have time to pass through the course as marked out by the Faculty, may, under certain restrictions, choose from the studies of the other classes those they may wish. These will be charged for tuition at the rate of the class with whom, for the greater part, they recite.

### Promotion.

A standing of seventy per cent. is required for promotion from each subject. Examinations are held in September of each year for those pupils who fail to pass the examinations at the end of the preceding year.

Those pupils who pass a satisfactory examination after completing the work of the High School Department, are received into the second year of the Normal School, at Trenton, upon the recommendation of the Faculty of the Farnum School.

All pupils who complete the course of study prescribed by the Faculty will receive a Diploma of Graduation.

### Tuition.

*The tuition is payable quarterly in advance.* Pupils will not be allowed to continue a second term if the tuition of the previous term remains unpaid. By order of the Board this rule will be strictly enforced.

Charges are made from the week of entering the School. In case of expulsion from School or absence without permission of the Resident Principal, there will be no drawback.

*No deduction in charge will be made for absence, except in case of illness, and then for a period of not less than three weeks.* Pupils leaving School before the end of the term must pay for the whole term, unless a special arrangement is previously made.

#### **Books.**

Books are supplied free of charge if kept in good condition, allowing for ordinary wear and tear.

When any pupil shall lose, deface or injure a book, he will be required to pay for it within a week afterwards, or all his books will be recalled.

Pupils in the Preparatory Department, intending to teach, are charged one dollar per term for the use of books.

#### **Reports.**

*Quarterly Reports* of each pupil's standing in recitation, conduct and attendance are sent home. Parents are requested not to pass these reports over without a critical examination, as they are valuable in proportion as they are noticed.

#### **Public Entertainments.**

In June of each year, commencement exercises are held in the school building. These exercises consist of essays, recitations, &c., in which only the members of Senior A Class take part. At other times during the year entertainments are given in which members of other classes take part.

#### **Time of Opening.**

The doors open in the morning for the admission of pupils at 8:30 o'clock. The daily sessions begin at 9 A. M. and close at 2:45 P. M.

#### **Damages.**

Students will be held liable for and obliged to pay all damages occasioned by them to any of the buildings and furniture beyond that of ordinary wear.



## Farnum Rates of Tuition.

### Primary Department.

Class C, per quarter, . . . . .	\$4 00
Class B, per quarter, . . . . .	4 00
Class A, per quarter, . . . . .	4 00

### Grammar School Department.

Class D, per quarter, . . . . .	\$6 00
Class C, per quarter, . . . . .	7 00
Class B, per quarter, . . . . .	8 00
Class A, per quarter, . . . . .	9 00

### High School Department.

Class B, per quarter, . . . . .	\$10 00
Class A, per quarter, . . . . .	11 00
Senior, per quarter, . . . . .	12 00



State Board of Education of New Jersey.

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Forty-third Annual Report

OF THE

New Jersey State Normal School

AND

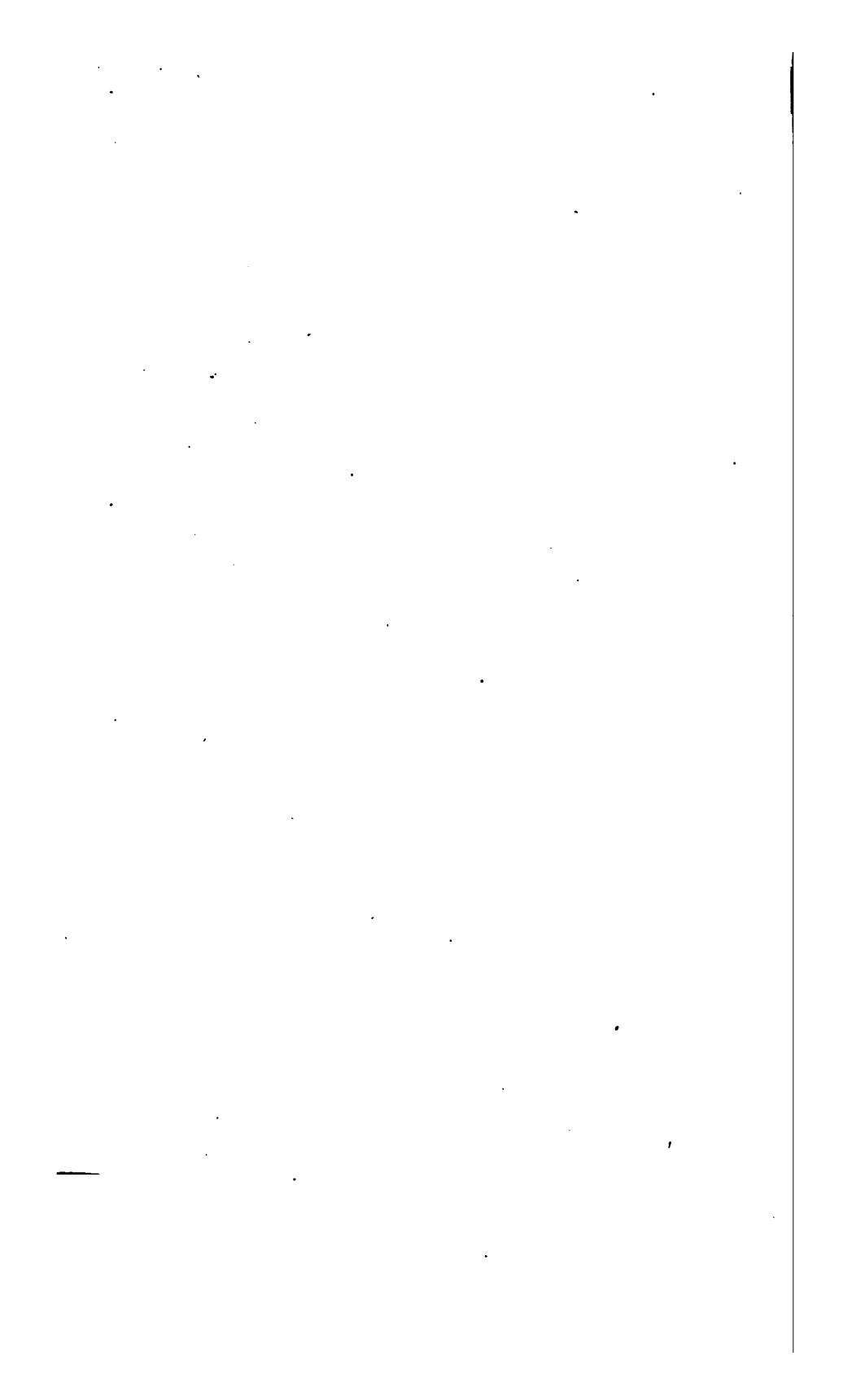
ACCOMPANYING DOCUMENTS

*For the Year Ending June 30th,*

1897.

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TRENTON, N. J.:  
THE JESSE L. MURPHY PUBLISHING CO., PRINTERS.  
1897.









STATE CAPITOL, TRENTON, N. J.

State Board of Education of New Jersey.

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# Forty-third Annual Report

OF THE

# New Jersey State Normal School

AND

ACCOMPANYING DOCUMENTS

*For the Year Ending June 30th,*

1897.

---

TRENTON, N. J.:  
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1897.





# MEMBERS

OF THE

## State Board of Education of New Jersey

---

### *First District.*

BOND V. THOMAS, Millville; GEORGE A. FREY, Camden.

### *Second District.*

J. BINGHAM WOODWARD, Bordentown; SILAS R. MORSE, Atlantic City.

### *Third District.*

S. ST. JOHN MCCUTCHEN, Plainfield; T. FRANK APPLEBY, Asbury Park.

### *Fourth District.*

STEPHEN C. LARISON, Hackettstown; STEPHEN PIERSON, Morristown.

### *Fifth District.*

FRANCIS SCOTT, Paterson; JOSEPH P. COOPER, Rutherford.

### *Sixth District.*

JAMES M. SEYMOUR, Newark; JAMES L. HAYS, Newark.

### *Seventh District.*

OTTO CROUSE, Jersey City; EVAN STEADMAN, Hoboken.

### *Eighth District.*

BENJAMIN H. CAMPBELL, Elizabeth; JAMES OWEN, Montclair.



## OFFICERS OF THE BOARD.

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President,  
JAMES L. HAYS.

Vice President,  
BENJAMIN H. CAMPBELL.

Secretary (*ex officio*) and State Superintendent,  
CHARLES J. BAXTER.

Deputy State Superintendent,  
J. BROGNARD BETTS.

Treasurer of Normal School,  
J. BINGHAM WOODWARD.

Treasurer of School for Deaf-Mutes,  
WILLIAM S. HANCOCK.

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## COMMITTEES.

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### FINANCE AND AUDITING.

George A. Frey,	James M. Seymour,	Bond V. Thomas,
Evan Steadman,		Silas R. Morse.

### GROUNDS AND BUILDINGS.

J. Bingham Woodward,	George A. Frey,	James M. Seymour,
J. P. Cooper,	James Owen,	T. Frank Appleby,
	S. C. Larison.	

### EDUCATION.

James Owen,	B. H. Campbell,	Stephen Pierson,
S. R. Morse,	Francis Scott,	Otto Crouse,
	S. St. J. McCutchen.	

### FARNUM SCHOOL, SCHOOL CENSUS AND APPORTIONMENT OF SCHOOL MONEYS.

J. P. Cooper,	T. Frank Appleby,	S. C. Larison,
Stephen Pierson,	B. H. Campbell.	

### LAW AND LEGISLATION.

Otto Crouse,	Francis Scott,	S. St. J. McCutchen,
George A. Frey,	Evan Steadman.	



## REPORT OF STATE BOARD OF EDUCATION.

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*To the Senate and General Assembly:*

In pursuance of law, there are presented herewith the detailed reports of the following institutions under the care of the State Board of Education: The Normal and Model Schools, the Boarding Halls of the same and the Farnum Preparatory School.

From these reports it will appear that these respective institutions have, on the whole, had a prosperous year.

The annual enrollment of the Normal School was 563, an increase of 59 over that of last year. The total annual enrollment of the three schools was 1,335, an increase of 18 over that of last year.

The Normal School graduated 150 students, nearly all of whom are now engaged in teaching in the public schools of the State. The average salary received by the graduates was \$39.51 a month, a slight decrease from that received by the class of last year.

The Model School graduated 14, 5 of whom entered the Normal School, 6 entered college and the remaining 3 are either at home or in business.

The Farnum School graduated 15, a number of whom entered the Normal School, the remainder going either into business or to the higher institutions of learning.

The educational spirit of these institutions is gaining in strength and the range of scholarship being constantly broadened.

The system of ventilation so much needed at the Normal School, and to which attention was called in our last report, was provided for by your Honorable Body and is now nearing completion.

Permit me to call your attention to certain suggestions in the report of the Principal, herewith presented, concerning more elaborate provision for practice-teaching in connection with the Normal School; a more complete organization for securing the appointment of teachers within the State system; the extension of the Normal



School course to provide for certain advanced equipment, suitable to the conducting of pedagogical classes as well as classes in the secondary schools; also to the overcrowded condition of the Boarding Halls. These are all points commanding your most careful consideration.

I should further like to call attention to the need of an adequate system of heating and ventilation in the Farnum Preparatory School. This school building is heated by a number of old-style, greatly-worn sheet-iron stoves, thus jeopardizing the safety and adding to the cost of insurance. There should be placed in this school a modern system of heating and ventilating. This could be done at a cost of between one and two thousand dollars.

The reports of the Treasurer show the institutions to be in a good condition financially.

Very respectfully submitted,

JAMES L. HAYS,

President.

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## TREASURER'S STATEMENTS.

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## TREASURER'S REPORT.

Showing receipts and disbursements of the New Jersey State Normal School for the year ending August 31st, 1897.

### RECEIPTS.

Balance from old account.....	\$484 07
From State Treasurer, annual appropriation.....	35,000 00
From tuition in Model School.....	21,886 66
From tuition in instrumental music.....	2,206 26
From use of books.....	2,253 00
From Boarding Hall Department.....	3,000 00
	<hr/>
	\$64,279 99

### DISBURSEMENTS.

Advertising.....	\$374 41
Apparatus. ....	767 88
Books and stationery.....	3,170 60
Buildings and furniture.....	812 48
Express and postage.....	874 49
Fuel.....	1,429 18
Gas .....	204 48
Incidentals .....	1,049 14
Teaching instrumental music.....	1,676 65
Pianos .....	406 42
Salaries .....	58,271 14
Telegraph and telephone.....	186 55
Water.....	267 76
Amount to balance.....	288 81
	<hr/>
	\$64,279 99

## TREASURER'S SUPPLEMENTARY REPORT.

Showing receipts and disbursements of the New Jersey State Normal School from September 1st, 1897, to October 31st, 1897.

### RECEIPTS.

Balance from old account.....	\$238 81
From tuition in Model School.....	8,118 87
From use of books.....	591 00
From temporary advance from Boarding Halls.....	9,988 75
	<hr/>
	\$18,931 98

### DISBURSEMENTS.

Advertising.....	\$38 75
Apparatus.....	259 22
Books and stationery.....	1,825 80
Buildings and furniture.....	181 60
Express and postage.....	108 60
Fuel . . . . .	292 04
Gas.....	10 00
Incidentals . . . . .	178 21
Salaries.....	10,921 33
Telegraph and telephone.....	37 50
Water.....	183 88
	<hr/>
	\$18,931 98

## TREASURER'S REPORT.

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Showing receipts and disbursements of the New Jersey State Normal School Boarding Halls for the year ending August 31st, 1897.

### RECEIPTS.

Balance from old account.....	\$7,069 95
Amount received from board.....	58,586 45
	<hr/>
	\$65,656 40

### DISBURSEMENTS.

Repairs and improvements.....	\$7,244 54
Furniture .....	4,113 37
Fuel .....	2,190 46
Gas .....	2,917 92
Salaries... ..	9,977 84
Rent.....	1,018 33
Water.....	184 73
Provisions.. ..	28,287 30
Insurance... ..	504 00
Incidentals.....	595 16
Transferred to Normal School account.....	3,000 00
Amount to balance.....	5,628 25
	<hr/>
	\$65,656 40

## TREASURER'S SUPPLEMENTARY REPORT

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Showing receipts and disbursements of the New Jersey State Normal School Boarding Halls from September 1st, 1897, to October 31st, 1897.

### RECEIPTS.

Balance from old account.....	\$5,628 25
Amount received from board.....	13,850 50
	<hr/>
	\$19,478 75

### DISBURSEMENTS.

Repairs and improvements .....	\$1,957 61
Furniture .....	3,462 90
Fuel .....	185 41
Gas.....	66 60
Salaries .....	792 88
Rents .....	190 00
Water.....	95 68
Provisions.....	2,476 49
Incidentals .....	231 85
Temporary advance to Normal School..	9,938 75
Amount to balance.....	136 18
	<hr/>
	\$19,478 75

Respectfully submitted,

J. BINGHAM WOODWARD,

Treasurer.

Audited and approved.

GEORGE A. FREY,

Chairman Committee on Finance and Auditing.



*To the Board of Education of the State of New Jersey :*

**GENTLEMEN**—I herewith submit the forty-third annual report of the New Jersey State Normal School, with its auxiliaries, the Model and the Farnum Preparatory Schools, for the school year ending June 30th, 1897.

**JAMES M. GREEN,**  
Principal.

(15)









PRINCIPAL'S RESIDENCE, AND BOARDING HALLS OF THE STATE NORMAL & MODEL SCHOOLS.

## PRINCIPAL'S REPORT.

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[Extract from the School Law of New Jersey.]

"There shall be a Normal School, or Seminary, for the training and education of teachers in the art of instructing and governing the common schools of this State, the object of which Normal School or Seminary shall be the training and education of its pupils in such branches of knowledge and such methods of teaching and governing as will qualify them for teachers of our common schools."

"Each county shall be entitled to at least six times as many pupils in the school as it has representatives in the Legislature; and in case any county is not fully represented, additional candidates may be admitted from other localities on sustaining the requisite examination; the applicants shall give on admission a written declaration signed with their own hands, that their object in seeking admission to the school is to qualify themselves for the employment of public school teachers, and that it is their intention to engage in that employment in this State for at least two years, or refund to the State the cost of their tuition."

"The board of trustees are authorized to maintain a Model School, under permanent teachers, in which the pupils of the Normal School shall have opportunity to observe and practice the modes of instruction and discipline inculcated in the Normal School, and in which pupils may be prepared for the Normal School."

The past year, considered relatively, has been in most respects a successful one for our schools. The total number of students is an increase over any previous year. The course of study has been completed in a satisfactory manner, and the finances are in good condition. There was a slight falling off in the enrollment of the Model and the Farnum Preparatory Schools, due, perhaps, to the continued depression in the business interests of the State.

Most of the graduates of the Normal School have received appointments to teach, and the graduates of the Model School have met with success in the work upon which they have entered.

The Legislature granted the current expense appropriation for which we asked, also an appropriation of \$25,000, with which to put in a new system of heating and ventilation in our school building.

The High School Association, which was established at the suggestion of your Board, and to which fuller reference is made later in this report, has given us co-operation in our work, both in the modification of courses of study and in sending to us many graduates. There are at present more than two hundred High School graduates in our Normal School.

All of the above items are encouraging to our work.

There are some features which should receive consideration at this time. First among these is the accommodations at our boarding halls. Our dormitories will accommodate about four hundred and fifty boarders. The rooms in these dormitories were all engaged this summer by the middle of June. We then rented two houses, and the rooms in these were all taken by July 1st, so that every applicant after that date was obliged to find board somewhere in town, and when we opened school on the 14th of September about ninety persons were boarding outside.

This arrangement is very unsatisfactory. Some of these boarding-houses, in fact most of them, furnish as good living as could be expected, but there is always an uncertainty in finding a satisfactory place to a stranger coming here for the first time. In fact, many parents are solicitous about having their daughters go to strange homes in a strange city to board. It would be much more satisfactory to the State at large if our Boarding Halls were sufficiently commodious to accommodate all of the students who, as boarders, could be accommodated in our school.

A further important subject of consideration is that of the practice-teaching in our normal work.

When our Normal School numbered two or three hundred students we could easily conduct the necessary teaching in the Model School, but when the number of students increased beyond 300 it became necessary to enlarge our field for observation and practice. The city of Trenton received our graduating class into the schools of the city for this experience, and our numbers went on increasing till they reached 655 as the enrollment of last year. This large enrollment brings so many in the practice-teaching at one time that it becomes a necessity to have access to a number of schools outside of our own if we are to give an amount of practice and observation that will enable our graduates to compare favorably in this particular with those of other leading Normal Schools. Our continued acceptance into the

schools of the city of Trenton has been debatable. It would seem wise that our future policy on this point should be firmly established before our school has any further development as to numbers. There devolves upon the various teachers of the public schools of the surrounding community who receive our graduates for observation and practice a given amount of added responsibility, for which the State should provide an adequate compensation. To meet this compensation would require a small appropriation on the part of the State and would bring a great return in the efficiency of our system.

A further subject demanding consideration, and which has been before your Board on previous occasions, is the medium for securing the appointments of teachers.

There is in our State at the present time no official bureau of communication through which teachers desiring positions can gain information, or through which school officers desiring teachers can learn where they may be found, hence both teachers and officers are subjected to great inconvenience and oftentimes severe and costly disappointment. We feel this especially in securing appointments for our graduates. It would seem but natural that school officers throughout the State, when desiring teachers, should write to the Normal School, their own State institution for the training of teachers, but school officers are changing bodies. Frequently they are scarcely more than introduced to the features of the State system when they go out of office. There is a provision in our law that school officers desiring a change in their teachers shall notify the County Superintendent. This provision would seem to make available the information, but even in this case many of the officers do not report these changes to take place, and when they do, the information may not be met with the knowledge on the part of the Superintendent of good names that can be placed at the disposal of the school officers. The schools of our State will never reach their highest degree of success until the State system, as a whole, is operated with the completeness of detail that is exercised in our larger cities. It may seem, at first thought, that this is impracticable, but when it is borne in mind that our State does not contain half as many teachers as Greater New York, it will not seem so impracticable. Permit the suggestion that it would be wise for your Board, through the Legislative Committee, to take into consideration such legislation as would be necessary to the establishment of a proper

official bureau of information, such an one as could be used by both school officers and teachers without the loss of caste that goes with the promiscuous teachers' agencies of our neighboring cities. It should not be that graduates of our official institutions should be compelled to pay a percentage to receive the necessary information of vacancies.

In my last annual report I called attention to the need of our State of summer schools where the initiatory work in pedagogy could be taken by those who were not prepared to attend the Normal School. Your body took this matter into consideration and favored it, but found, according to an opinion of the Attorney-General, it was not within your province to establish such schools. It would seem that legislation should be passed bringing the establishment of such schools within your authority. There is no movement which, at the present time, would more effectually promote a department of pedagogy than would this. There are yet between five and six hundred new teachers entering our schools annually who have no pedagogical preparation whatever for the work. Their ideas of proper subject-matter to be taught, of the proper presentation of the subject-matter and of the spirit of the school, are such as they have received through the accidents of their environment, whatever it may have been. The amount of money expended for education is so great that it should be well spent, and it can only be well and economically spent when paid to trained and skilled labor. What is much more important than all of the money is the time of the children whose welfare and lives are involved.

Permit me again to call attention to the desirability of an advanced course in connection with our Normal School, such an one as would fit those taking it for institute work, or for the highest forms of teaching in our system. A bill was introduced in our Legislature last winter, looking to the establishment of this advanced work with suitable degrees, but, owing to the many features of legislation necessary to our needs, it was withdrawn. But, in my judgment, it should be again introduced and made a law. The constant trend of education is upward, and unless our commonwealth recognizes this fact and keeps a steady line of progress, it must not only suffer in comparison with other States, which would be a matter of affliction to our State pride, but, what is more important, it must suffer detriment to the interests of its citizens.

In closing this part of my report, permit me to express the encouragement in our work caused by the active sympathy on the part of your Board, of the Legislature and of the school officers of the State in general.

## ATTENDANCE.

*Normal.*

	Males.	Females.	Total.
First quarter.....	71	517	588
Second quarter.....	70	513	583
Third quarter.....	61	505	566
Fourth quarter.....	54	484	538

Total number of different students enrolled during the year, 653. Males, 75; females, 578.

*Model.*

	Males.	Females.	Total.
First quarter.....	235	297	532
Second quarter.....	233	287	520
Third quarter.....	229	268	497
Fourth quarter.....	219	254	473

Total number of students enrolled during the year, 562. Males, 244; females, 318. The average attendance per quarter was 506. Males, 229; females, 277.

*Farnum.*

	Males.	Females.	Total.
First quarter.....	53	57	110
Second quarter.....	54	62	116
Third quarter.....	51	64	115
Fourth quarter.....	48	62	110

Total number of students enrolled during the year, 120. Males, 56; females, 64.

The Normal enrollment exceeds that of last year by 59. The Model enrollment is less than that of last year by 29, and the average attendance is 8 less than that of last year. The enrollment in the Farnum is 12 less than that of last year, making the total annual enrollment 1,335, or 18 more than that of last year.

## GRADUATES.

The number of students graduated from the Normal School during the year was 150, of whom 21 were males. All of these graduates are now teaching, with the exception of 10.



The average monthly salary received by the class is \$39.51, a decrease of \$3 83 from the class of last year. The Class of 1896 have raised their average salary from \$43.34 to \$45.

Why the average salary received by the Class of '97 should be lower than that received by the previous class is difficult to answer. It would seem that it is merely accidental, as the general average salary paid to the teachers of the State has not decreased and there is no apparent depreciation of the value of trained teachers. A larger number of the graduates than usual have taken positions in district schools where the salary is somewhat less, but the cost of living is also lower.

The following table will be of interest, showing our comparative standing in the different counties :

Counties.	Number in Normal.	Number of graduates of N. J. Normal employed.	Number of Normal graduates, including those from other States.	Number of graduates of 1897 employed.
Atlantic.....	19	23	40	6
Bergen .....	24	128	151	13
Burlington.....	50	47	47	13
Camden .....	17	39	52	3
Cape May .....	12	6	10	2
Cumberland .....	28	25	30	5
Essex.....	38	95	255	12
Gloucester .....	17	23	32	3
Hudson .....	25	34	66	8
Hunterdon.....	52	23	29	3
Mercer.....	88	79	83	3
Middlesex.....	57	30	39	12
Monmouth .....	48	81	110	17
Morris.....	28	49	76	10
Ocean .....	12	6	13	3
Passaic .....	8	50	73	5
Salem .....	20	13	15	6
Somerset.....	17	33	48	3
Sussex.....	16	5	13	.....
Union .....	29	31	92	7
Warren .....	21	10	14	.....

There were 30 students from other States.

The number of graduates of the Model School was 14 ; 8 males and 6 females. Of these, 5 entered the Normal School, 6 entered colleges or professional schools other than Normal, 3 are at home or in business.

The number graduated from the Farnum School was 15, 9 of whom have entered the Normal School.

Farther particulars concerning the Farnum School will be found in the last part of this report.

#### TEACHERS.

The following changes have taken place in our corps of teachers: Miss Georgiana L. Morrill, Ph.D., instructor in German, resigned, and the vacancy thus created was filled by the transfer of Miss Anna B. Bockée, B.S., from the position of substitute teacher. Miss Bockée is a good German scholar and has had over two years' experience in teaching that language.

Owing to an increase in the amount of teaching required, Miss Sarah R. Budd, B.A., was added to the Model corps to assist in the Latin and English departments. Miss Budd was graduated from Mount Holyoke College and the College for the Training of Teachers, of New York, and has had some three years' successful experience in teaching. The faculty during the year has manifested its usual energy and progressive spirit.

A series of ten formal faculty meetings were held, at which the following subjects were considered: The Doctrine of Interest, Formal Steps, Culture Epochs, Dr. White's Article and the Reply by Dr. McMurray (as given in the Second Year Book), Relation of the Kindergarten to the Curriculum as a Whole, Educational Value of Literature, Educational Value of Physical Training, Practice-Teaching, Child Study in Our School, Vertical Writing.

Careful preparation was given to these subjects and their discussion. The nature of the subjects themselves shows that our teachers are in touch with the leading thought of the times.

Our school was represented by one or more members of the faculty at the National Educational Association, at the State Teachers' Association, at nearly all of the County Institutes and County Teachers' Associations of the State, also at several of the leading summer schools. Members of our corps have from time to time visited leading Normal Schools and various other schools of the State and country.

The minds of our teachers seem constantly open to new light and new suggestions from whatever source they may come. This is the surest sign of growth and the brightest omen of our future. When

the human mind ceases to be susceptible it ceases to grow, and its usefulness in the capacity of instructor is at an end.

While this report is to cover the year ending with June 30th, yet it is written in the succeeding fall, hence it is perhaps best that I should here note the death of Professor Alfred S. Brace, which occurred November 8th. Professor Brace was for thirty years instructor in instrumental and vocal solo music in our school. During all this time he enjoyed the implicit confidence of his pupils as well as his associates in the faculty. It was largely due to his untiring and accomplished efforts that the standard of music in our community was raised so high. During the past year he was afflicted by a slow paralysis which reached such an acute stage as to cause his resignation in September and his death on the date mentioned. The faculty, upon learning of his death, passed the following resolutions :

WHEREAS, There entered into rest on the 8th day of November, 1897, Professor Alfred S. Brace; and *whereas*, the faculty of the New Jersey State Normal and Model Schools, of which Professor Brace was a member for thirty years, desire to give expression to the reverent esteem in which they hold the memory of his life; therefore, be it

*Resolved*, That we have heard with deep grief of the death of Professor Brace, whose integrity, unselfishness and kindness we highly esteem, whose Christian life and character were worthy of emulation, and whose energy and musical genius were ever an inspiration to his pupils, who loved and honored him.

*Resolved*, That we extend to his family our deepest sympathy in their bereavement.

*Resolved*, That a copy of these resolutions be sent to the family of the deceased.

The position made vacant by the death of Professor Brace was filled by the appointments of Professor Charles S. Skilton, instructor in Piano and Theory, and Professor Otto Polemann, instructor in Voice Culture. Professor Skilton is a graduate of Yale College, has had several years' experience in teaching languages and music, has studied music in Germany, where he took composition with Bargiel and O. B. Boise, piano with Karl Heymann and organ with Albert Heintz. He was also graduated from the Metropolitan College of Music of New York. He comes to us recommended by the masters. Professor Polemann was also graduated from the Metropolitan College of New York and is connected with the faculty of that institution in teaching.





MICHIGAN STATE, INCL. LANSING, GERMANY.

## COURSE OF STUDY.

Our course of study, as published in the last annual report, has, with very slight modifications, proven adapted to our circumstances and in harmony with the judgment of the leading educators of our country.

It would be an advantage if we could give more time to the work mapped out in the Normal Course. Nevertheless, if the student accomplishes this work well he will be fitted for teaching, in a reasonably satisfactory manner, all of the subjects of our common-school courses.

It should be borne in mind that all of the work done in our Normal is designed for those intending to teach. Nothing is more common than for persons unacquainted with the nature of this work to make the mistake of identifying it with that done in grammar schools. For instance, if a pupil has worked the examples in an ordinary primary and grammar school text-book in arithmetic, he assumes he has accomplished what is contemplated by our course in these subjects. Such is not the case. Arithmetic, though one of the subjects presented earliest in the school course, demands the best thought of our ablest thinkers for its logical arrangement and the order of its adaptation to the minds of children, and for such an understanding of it as gives one the power successfully to teach it. These are the purposes in our work. A pupil who completed his work in arithmetic in an ordinary grammar school course understood as a child. To teach this subject he must have a mature understanding of it. What is true of arithmetic is true of all the subjects, hence the necessity of a student's having been over a wider course of study in the ordinary academic fashion, or having reached a mature working power in order to carry successfully the subjects of our course.

The High School Course in the Model Department has been lengthened from three to four years, and the number of hours per week assigned to the different subjects, as well as the amount taught in each of the subjects, compared with similar assignments in the leading schools, and the requirements for the leading colleges, and found to bear the weight of authority. It should be observed, however, that a student is permitted to take this four years' course in less time if he has the requisite capacity. The school is anxious to save to the students all the time it can, consistent with thoroughness and power, as distinguished from the mere cramming of the knowledge of the course. With

the faculty and working facilities now at our command there is no reason why good scholarship should not be secured, excepting such reason be found in the habits of the student.

The following programs will give an idea of the entertainment side of our school life :

### CHRISTMAS.

1. Chorus..... "Calm on the Listening Ear of Night."  
The State Schools.
2. Recitation..... "Gloria in Excelsis."  
Edith Stout.
3. Trio ..... "Christmas Bells."  
Ethel Fletcher, Allene Magowan, Edith Stout, Lulu Trier.
4. Recitation..... "Jack Frost."  
Jack Parker.
5. Song..... "The First Christmas."  
First and Second Grades.
6. Recitation..... "Everywhere, Everywhere, Christmas To-night."  
Master Ewing Neale.
7. Piano Solo—"Shepherds All, and Maidens Fair".....*Nevin.*  
Miss Mabel Garwood.
8. Composition..... "The Vision of Sir Launfal."  
Mary A. Douglas.
9. Christmas Roundel .....  
Grammar C Girls.
10. Solo..... "'Tis the Birthday of Our Saviour."  
Master Jeffries Beasley.
11. Banjo Club ..... "Narragansett Pier Two-Step."
12. Recitation ..... "How Santa Claus Came."  
Jeanette West.
13. Violin Solo—Selected .....  
Mr. Albert Stretch.
14. Recitation ..... "The Bird's Christmas Story."  
Master Harold Mackenzie.
15. Song—"Sing in the Early Dawning" .....*Loud.*  
Miss Kate Cubberly.
16. "Hallelujah Chorus" ..... From Handel's "Messiah."

## ENTERTAINMENT BY THE DEPARTMENT OF PHYSICAL TRAINING.

*March 5th, 1897.*

## PART I.

1. Figure March ..... Sixty-four Normal Girls, selected from the afternoon classes.
2. Tumbling ..... Volunteers—Horace D. Bellis, Robert M. Hutton, Leon Abbett.
3. Wand Drill..... Grammar A Boys, Model Department.
4. Swedish Drill.....Girls selected from Model Department.
5. Parallel Bars.....Volunteers—Horace D. Bellis, Robert M. Hutton, Michael R. Hennessey, Charles W. Peace, Edw. Miller, Edward T. Murphy.
6. Gymnastic Dance.....Girls selected from Model and Normal.

## PART II.

1. Basket-Ball Game..... Girls, Reds and Blues.  
First Half—Ten Minutes.
2. Competitive High Jumping.....Harry A. Coursen, S. Mattison Cresse, Frank W. Crane, Edmund R. Hepner, Edwin Jay, Charles W. Peace, Clarence W. Riley.
3. Second Half—Ten Minutes.

## ARBOR DAY, APRIL 23d.

1. Song.....State Schools.
2. Piano Solo, "The Tournament".....Nevin.  
Miss Alma Austin.
3. Song, "Pussy Willow"... Wm. Williamson and Janet Fitzcharles.
4. Thoughts from Ruskin on the Grass... Miss Lillian Weil.
5. Song, "The Flower Waiting to Grow"... Margaret Moore, Grace Fletcher and Anna Green.
6. Recitation, "The Secret"... Stella Eccles.
7. May Song.....High School Girls.  
Misses Conover, Raymond, MacCrellish, Martinet, Curtis, Davison and Rogers.
8. Essay, "The Blachka Flower Models"...Ada Rogers.
9. Banjo. Selected.....Banjo Club.
10. Song, "The Rosy Morning".....B 1 Class.
11. Recitation, "Fairy Umbrellas"...Lottie Pope.
12. Club Swinging.....Mr. Edward Rittenhouse.
13. Recitation, "The Pansy"...Robert Lanning.
14. Vocal Solo, "Nita Gitana"...Miss May Chapman.
15. Recitation, "The Petrified Fern"...Edith De Cou.
16. Violin Solo, "Legend"...Wienawski.  
Mr. Albert Stretch.
17. Song, "Hail, Smiling Morn"...Glee Club.



At the close of the program the Principal announced that the contribution of the schools in honor of the day amounted to \$113.88. That there had been added to this from the net receipts from the school store \$126, making a total of \$239.88, for which the following purchases have been made:

#### CARBON PHOTOGRAPHS.

Port of Bodoe, by Norman; The Chase, by Ruysdeal; Flora, by Titian; Officers of the Archery Corps of St. Adrian, by Frans Hals; Syndics, by Rembrandt; Children of Charles I., by Van Dyck; Portrait of Mother and Child, by E. Vigee Le Brun; Landscape, by Rousseau; Landscape, by Corot; Bronze Doors, by Ghiberti; David, by Michael Angelo.

#### STATUARY.

Bust of Goethe, Bust of Schiller, Bust of Beethoven, Bust of Mozart; Statue of Hebe, by Thorwaldsen; Statuette of Venus de Milo.

#### PHOTO-CHROMOS.

Dance of Apollo and the Muses, by Giulio Romano; Old Bridge Across the Arno, Lake Lucerne, Castle of Chillon and Dent du Midi, Mont Blanc and Chamonix at base, Mer de Glace, Mont Blanc, View of the Jung Frau.

#### PHOTOGRAPHS.

The Visitation, by Albertinelli; Angel of the Annunciation, by Carlo Dolci; Flora, by Titian; St. Agnes, by Andrea del Sarto; Lion, by Thorwaldsen; Columbus Before the Court of Ferdinand and Isabella, by Brozik; St. Cecelia, by Carlo Dolci; The Princess of the Tower, Queen Elizabeth; An Aged Woman, by Rembrandt; Rembrandt, by Rembrandt; Two Groups of Fra Angelica's Angels, Photograph of Supreme Court of New Jersey, Two Portraits of Hawthorne.

#### COLOR PRINTS.

The Capitol, Capture of New Orleans, Battle of Mobile Bay, Battle of Port Hudson.

#### MISCELLANEOUS.

Two bunting flags, Persian shield, Indian battle-axe, sword, box for two busts, box for Hebe.

## VETERANS' DAY PROGRAMME.

May 28th, 1897.

- Chorus....."My Country, 'Tis of Thee."  
 Remarks.....Principal Green.  
 Quartette....."The Soldier's Rest."  
     The Misses Curtis, Messrs. Hewitt and Rittenhouse.  
 Address.....Colonel John Schoonover.  
 Chorus....."Star Spangled Banner."  
 Address.....Rev. John Morris.  
 Song....."Sweet Mem'ries We Revere To-day."  
     Selected Members of Senior 2 Class, Normal School.  
 Address.....Sergeant John J. Kents.  
 Song—"New Hail Columbia".....*Arranged from Opera of Tabasco.*  
     Model School.  
 Address.....General James F. Rusling.  
 Chorus....."Red, White and Blue."  
     Standard-bearer, Miss Ethel Fletcher.

## CONCERT OF THE STATE SCHOOLS GLEE CLUB.

Friday, June 4th, 1897.

Assisted by Mrs. Arrison and Miss Helen Bartine Reading, Messrs. E. E. Booze, A. C. Gregory and W. West.

Conductor—Miss Alice Brooks. Pianist—Miss Emma Moorehouse.

Violinist—Mr. A. T. Stretch.

1. Piano Solo.....Selected.  
    Miss Emma Moorehouse.
2. Vocal Duet, "Dews of the Summer Night".....*Dudley Buck.*  
    Miss Alice Brooks and Mr. E. E. Booze.
3. Violin Solo, "Scene de Ballet".....*De Beriot.*  
    Mr. A. T. Stretch.
4. Cantata, "St. Cecilia's Day".....*Van Bree.*

SCENE—Frascati, a beautiful hilly country in the neighborhood of Rome, at sunset. In the foreground, to the right, are youths and maidens binding wreaths to deck the Marble Statue of St. Cecilia. To the left, a youth leans against a broken pillar, with lute in hand. Somewhat later, huntsmen descend from the hills.

State Schools Glee Club.

Chorus, "Breathe Within this Quiet Vale."

Recitative, "Sing Praise to Her".....Mrs. Arrison.

Chorus, "Brooks Shall Murmur."

Recitative and Aria, "Frascati, Clad with Beauty".....Miss Helen  
Bartine Reading.

Chorus, "Youth and Love Go Hand in Hand."

Recitative, "Sweet Sounds the Song of Love".....Miss Helen  
Bartine Reading.

Chorus (male voices), "Rise and Break the Chains."

Chorus, "Vales May Suit the Charms of Beauty."

Recitative, "Yon Silver Moon".....Miss Helen Bartine Reading.

Choral, "Fragrant Odours."

Recitative, "With Gratitude Our Souls Are Filled".....Mrs. Arrison.

Air and Chorus, "Give Way Now to Pleasure".....Mrs. Arrison.

Chorus, "Holy Music."

5. Vocal Quartette, "It is the Lot of Friends to Part"..... *Dudley Buck.*

Thurston Quartet—Miss Helen Bartine Reading, Miss Alice

Brooks, Mr. E. E. Booze, Dr. H. B. Boice.

#### PERSONNEL OF STATE SCHOOLS GLEE CLUB.

##### *Soprano.*

Mabelle Cobb,  
Mary E. Davidson,  
Jennie Farroat,  
Lucie J. Lull,  
Clare Raymond,  
Lillian Rever,  
Eva Robson,  
Gertrude Weatherby,  
Nellie N. Weaver.

##### *Alto.*

May Curtis,  
Blanche L. Dilts,  
Carrie Fowler,  
Mrs. Catherine Long,  
Louise Martinette,  
Elizabeth MacCrellish,  
May Lillian Newman,  
Emma L. Stevens,  
Geneve Van Buskirk.

##### *Tenor.*

W. E. Bilderback,  
E. E. Booze,  
L. Cochran,  
A. C. Gregory,  
W. West.

##### *Base.*

W. Bellerjeau,  
Dr. H. B. Boice,  
C. J. Howell,  
R. M. Hutton,  
H. M. Lawrence,  
E. Rittenhouse,  
C. E. A. Walton.

## MUSICALE, TUESDAY, JUNE 8th, 1897.

## PART I.

1. Piano Duet—"Birthday Gavotte".....Behr.  
Misses Mitchell and Jahn.
2. Vocal Solo—"The Farmer's Daughter".....D'Hardelot.  
Miss Ott.
3. Piano Solo—"Equipoise".....Ludovic.  
Miss Cook.
4. Vocal Solo—"My Hame is Where the Heather Blooms"..... De Koven.  
Miss Schafer.
5. Piano Duet—"Spielmann's Standchen"..... Low.  
Misses Willets and Witte.
6. Piano Solo—{ a. "La Lisonjera"..... } Chaminade.  
                  { b. "Scarf Dance"..... }
- Miss MacCrellish.
7. Vocal Solo—"When all the Rest Forsake You".....Greely.  
Miss Cubberley.
8. Piano Solo—"Valse Caprice"..... Chaminade.  
Miss Fetter.
9. Piano Duet—"Scene de Ballet".....Erfolg.  
Misses Brandis and Patterson.

## PART II.

10. Vocal Solo—"Le sais-tu?".....Massenet.  
Miss Lull.
11. Piano Solo—{ a. "Les Willis"..... } Chaminade.  
                  { b. "Pas de Amphores"..... }
- Miss Donnelly.
12. Piano Duet—"Military Galop"..... Mayer.  
Misses Wayman and Whitehead.
13. Piano Solo—"Recollections of Home".....Mills.  
Miss Newman.
14. Vocal Solo—"Speak".....Arditi.  
Miss Snider.
15. Piano Solo—"Fileuse," op. 35, No. 3..... Chaminade.  
Miss Garwood.
16. Vocal Solo—"L'Incantatrice".....Arditi.  
Mrs. Arrison.
17. Piano Solo—"Air de Ballet," op. 30.....Chaminade.  
Miss McNamara.
18. Piano Quartet—Waltz and Chorus from "Faust"..Gounod arr. by Timm.  
Misses Austin, Jacobs, North and Clayton.

## GROUNDS AND BUILDINGS.

Our buildings have been thoroughly cleansed and renovated. Many of the rooms in the boarding halls have been re-papered and re-carpeted. All of the sanitary work has been carefully inspected by the health authorities and pronounced in safe condition. The new system of heating and ventilating the school building, for which the Legislature gave us an appropriation last winter, is about completed, and gives promise of being entirely successful in accomplishing the work desired. This system, engineered by Mr. James M. Seymour, Jr., is somewhat unique. It has three centers for taking fresh air into large ducts in the basement and passing it over nests of steam radiators located at the different points of distribution, also large nests in the central distributing chambers. Impelling fans, run by electric motors, are at each one of these centers and force the tempered air to pass to the different rooms in a strong current. Dampers, regulated by thermostats, cause the air entering the room to be modified according to the desired temperature. The vitiated air passes from the different class-rooms to the halls, at the top of which is an exhaust fan placed in an aperture in the roof. The whole system is based upon thoroughly well-established principles, and the question of its success is only a question of the mechanical working of the apparatus. It is a great relief to feel that we are not only equipped from the health standpoint but are also able to offer an example to the State of a thorough system of ventilation which is devoid of any of the uncertainties of the patents so generally placed upon the market.

## HEALTH.

The health of the students has, as usual, been generally good. We have had our usual small quota of measles and roseola, but nothing of a more serious character. There have been no diseases traceable to bad hygienic conditions.

## RELATION OF THE NORMAL TO THE SCHOOL SYSTEM OF THE STATE.

The plan of commissioning High Schools and receiving the graduates of such schools into our second year, and receiving the graduates of schools having completed a given course into our first year, with-

out examination, is still proving an advantage to the system as a whole. Everywhere through the State standards are being raised to meet these conditions, and with the raising of the standards goes, as a natural consequence, the higher appreciation of education.

The High School Association that was formed at the suggestion of your Board has thus far done an excellent service. Its membership is composed largely of college graduates of advanced experience in teaching. Its plan has been to have on its program, from time to time, the subjects most needing attention by the majority of the schools, and the discussions have been conducted from the practical standpoint, and are acknowledged to have greatly helped all of the membership.

There are yet communities in our State which seem to think that it devolves upon them to consider the question whether or not a High School is a good thing, rather than whether or not they can have a High School. It is to be hoped that these communities will soon realize that the High School question has long since been settled, and that the only remaining question is whether or not these communities will afford their children the advantages accorded the children of other communities.

The following High Schools are now on the "Approved List:" Long Branch, New Brunswick, Newark, Jersey City, Caldwell, Orange, Passaic, Asbury Park, Plainfield, Trenton, Hackensack, Rahway, Morristown, Montclair, Atlantic City, Dover, Millville, Hoboken, Vineland, Salem, East Orange, Woodstown, Mount Holly, Manasquan, Bayonne City, Reading Academy, Flemington, Madison, Freehold, Westfield, State Model, Farnum Preparatory, Ridgewood, South Orange, Moorestown, Cape May, Woodbury, Perth Amboy, Summit, Lakewood, Atlantic Highlands, Town of Union, North Plainfield, Nutley, Phillipsburg and West Orange.

#### MODE OF COMMISSIONING.

The following resolutions, passed by the Board of Trustees February 6th, 1889, and the appended blank forms, explain the mode of commissioning. Parties desiring to commission should send to the Principal of the Normal School for blank forms:

*Resolved*, That after the date of the passage of this resolution, graduates of High Schools in this State may be admitted to the professional work of the Normal School without examination, under the following conditions :

I. Upon the application of any Principal, local Superintendent and President of the Board of Trustees of any High School in this State, the Committee on Education shall make an examination of the school on behalf of which such application is made, and if, in their judgment, the course of study and discipline of the High School in question shall warrant it, said High School shall be placed upon the "Approved List," and a notice to that effect sent to the Principal of the school. The fact shall also be reported to the State Board of Education at their next meeting.

II. Properly-certified graduates of any High School on the "Approved List" shall be admitted, by the Principal of the Normal School, to the professional course of the Normal School, without examination, and shall be regular members of that course.

III. On the report of the Principal of the Normal School that the students of any High School on the "Approved List," who may have entered without examination, are, after due trial, found not to be properly qualified to go on with the work of the professional course, the Committee on Education may strike the name of the High School which certified said students from the "Approved List." Notice of such action shall be sent to the Principal of the High School in question, and it shall also be reported to the State Board of Education.

### HIGH SCHOOL APPLICATION.

*To the State Board of Education :*

GENTLEMEN—We, the undersigned, do hereby make application to have the.....High School placed on the "Approved List" of New Jersey. We do hereby certify that graduation at the above school requires that the person to be graduated shall have pursued the following branches, or their equivalents, viz.: Orthography, Penmanship, Elocution, English Grammar, Geography, United States History, General History, Bookkeeping, Practical Arithmetic, Algebra, Geometry (five books), Elementary Physics, Chemistry, Physiology, Botany, Industrial Drawing, Latin or German, at least a three years' course. Herewith find course of study.

Signed,

.....Principal.

.....Superintendent.

.....President of Board.

## STATE OF NEW JERSEY.

## HIGH SCHOOL COMMISSION.

This certifies that the ..... High School is placed on the "Approved List" of the State Board of Education, and that the Principal of said High School is hereby authorized to certify its graduates for admission to the work of the second year, or strictly professional course, of the State Normal School, subject to the conditions upon which this commission is granted.

State Board of Education,

Trenton, New Jersey.....18...

[SEAL.]

.....Chairman. } Committee  
.....Secretary. } on  
Education.

## LIBRARY.

During the year a number of volumes have been added to the collection of books in the library. The students are given free access to the library under proper restrictions and are permitted either to read books in the room or to take them out.

The influence of this department is constantly growing in strength in the school. The culture tone is being elevated and habits of research more generally formed.

## LECTURES.

The following lectures proved of great interest and benefit to the school :

"Art in the Industries," President James MacAlister, LL.D., of Drexel Institute.

"The Heroic Element in History," President E. D. Warfield, LL D., of Lafayette College.

"Essentials in Science," President T. M. Drown, LL.D., of Lehigh University.

## LITERARY SOCIETIES.

There are seven literary societies, made up of members of the different classes, namely: The Normal Debating Society, composed of young men of the Normal School; the Thencanic Society, composed of young



men of the Model School; the Gamma Sigma Society, the Arguromuthus Society, the Philomathean Literary Club, the Clionian Society, and the Shakespearean Society, composed, each, of young ladies from both the Normal and Model Departments.

There are also several class organizations doing literary work.

Of the above societies four are quite distinctly debating societies, the others giving most of their time to reading. All report a profitable year, both as to character of work and numbers.

The numbers in the Thencanic have decreased, but the officers claim that the working quality has improved.

It is the desire of the authorities of the school that the work in these literary societies differ from that in the class-rooms, giving more opportunity for self-dependence, hence the desirability of debate, as there is no exercise equal to it in developing the power of self-command.

Two public entertainments were given, the one by the Thencanic Society, Friday evening, March 12th. A Scene from a Mock House of Representatives. April 2d, the Arguromuthos Society gave Acts IV. and V. from "The Winter's Tale."

#### "THE SIGNAL."

Our school paper was published monthly. It was gotten up in good style, and the matter of its publications was of a bright and spicy character, such as is calculated to interest school people.

This publication is deserving of more uniform support than it receives from the graduates. It is the only medium through which they can keep in public communication with their Alma Mater, and as such medium it should be cherished.

#### COMMENCEMENT WEEK.

The various features of commencement week all proved of more than common interest, drawing large audiences, in which was a large sprinkling of alumni. The Baccalaureate address was delivered in the auditorium on Monday evening, June 14th, by Hamilton W. Mabie, L.H.D., of New York, on "Education Essential to Success." The address was one of the most scholarly and inspiring that has been delivered before our classes, and gave to that old subject new light followed by new zeal.

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**PROGRAM.**

Piano Duet.....	Miss White and Mr. Lindsay.
President's Address.....	Mr. Murphy.
Class History.....	Mr. Peace.
Selection.....	'97 Banjo Club.
Mr. Stannard, Mr. Cornell, Miss Curtis, Miss Berry, Mr. Murphy.	
Class Prophecy.....	Miss Wood.
Essay on Class Motto.....	Miss Curtis.
Class Presentation.....	Miss Berry.
Address to Undergraduates.....	Mr. Lindsay.
Class Censor.....	Mr. Buckman.
Class Yell.	
Class Poem.....	Miss La Rue.

**PROGRAM.**

1. Song—Normal, Our Dear Old Friend..... Original.
2. President's Address..... Horace D. Bellis.
3. Ten Minutes with the Egoscope..... M. Emma White.
4. Song—"Reminiscence"..... Original.
5. The Transmagnofuturoscope.
  - a. First Revelation..... Vernon L. Frazee.
  - b. Second Revelation..... Alenda S. Reeve.
  - c. "The Paradise of the Pacific"..... Bessie A. Robinson.
6. Quartette—"Lady Bird,"  
Misses Ott, Newbury, Wilmot, Gray, Dilts, Clarké, Robinson, Mrs. Long.
7. Presentation of Emblem to Class of '98..... V. Claude Palmer.
8. Reception of Emblem by Class of '98..... C. E. A. Walton.
9. Song—Advice to the Juniors..... Original.
10. Presentation of Mementos..... Juliaette Stewart.
11. Class Song ..... { Words by *Blanche Dennis*.  
Music by *Mary Ott*.

The Alumni Association held its ninth annual meeting June 17th. The meeting was called to order in the study-room at 12 o'clock by President Francois B. Lee. About 175 members responded to the roll-call. After a short business meeting the members adjourned to the dining-room of the boarding hall, where luncheon was served. After the luncheon the following program was carried out:

Welcome Address .....	By the President.
Address, Education and Citizenship.....	Rev. James H. Dunham.
Sentiments, { Our Alma Mater.....	Principal James M. Green.
Model '97.....	Class President Edward T. Murphy.
Normal '97.....	Class President Horace D. Bellis.
Impromptu .....	{ Professor Oliver C. Mordorf.
	{ Professor Dickerson H. Farley.

The following were elected officers for the ensuing year :

President, Rev. Frank Voorhees, Model '88, Green Lawn, Long Island.  
 Model Vice President, Dr. Charles H. Dilts, Model '89, Trenton.  
 Normal Vice President, Miss Martha La Rue, Normal '92, Trenton.  
 Model Recording Secretary, Miss Annie Glover, Model '95, Ewing.  
 Normal Recording Secretary, Miss Grace Warner, Normal '96, Madison.  
 Corresponding Secretary, Professor Frank H. Scobey, Normal '81, Lambertville.

Treasurer, Miss Bercy A. Humphrey, Normal '89, Trenton.

The meeting closed with the singing of "America." All of the addresses and sentiments of the occasion were expressive of deep interest in the welfare of our institution, and many suggestions were made which will doubtless prove of value to our future development. All parted with a resolution to meet again and bring as many others as they could to the next anniversary, which will occur June 16th, 1898.

All graduates of the Normal or Model School, and all who came within one year of graduation, are eligible and are very much desired to join the association.

#### COMMENCEMENT—NEW JERSEY STATE NORMAL SCHOOL

*Friday, January 29th, 1897.*

##### PROGRAM.

1. Chant—The Lord's Prayer.
2. Address—Character Building.....Charles Warren Kea.
3. Essay—In and Around the School-Room.....Rebecca Louisa Knoner.
4. Piano Duet—"La Gazelle".....Wollenhaupt.  
Misses Gertrude North and Della Taylor.
5. Class History.....Anna Louisa Collins.
6. Recitation—"Count De Rochambeau and the Ross,"  
Helen Wilson Brown.
7. Chorus—"Daybreak."
8. Essay—Culture Epochs.....Annie Coons.
9. Essay—Nature Study.....Margaret Hume Allen.

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10. Double Quartette—"Ben Bolt"..... Arranged by *Kneass*.
11. Class Prophecy..... *Herman Joshua Sonnenberg*.
12. Vocal Solo—"Mareschoni"..... *Bessie Snider*.
13. Recitation—"The Senator's Dilemma," Scene from "The Dodge Club"..... *De Mille*.  
*Bertha Mabel Barwis*.
14. Three-Part Chorus—"The Lonely Rose"..... *Hermes*.
15. Address—Correlation of Studies..... *Robert Milton Yates*.  
 (Valedictorian.)
16. Presentation of the Class by the Principal.
17. Reception of Class,  
*Bond V. Thomas*, Vice President of the State Board of Education.  
*Awarding of Diplomas*.
18. Solo and Chorus—"The Shepherd," Swedish Folk Song.  
*Anna Louisa Collins*, Sololist.
19. Presentation of Class Picture..... *Franklin Stoutenburgh Hunt*.
20. Class Song..... Words by *Anna Louisa Collins*.

## GRADUATES.

Name.	Residence.
Allen, Margaret Hume .....	Asbury Park, Monmouth.
Barkley, Jean Davis.....	Lambertville, Hunterdon.
Bartine, Louise Reading.....	Trenton, Mercer.
Barwis, Bertha Mabel.....	Trenton, Mercer.
Bradley, David Henry.....	Camden, Camden.
Brown, Helen Wilson.....	Camden, Camden.
Bruker, Rosina Linza.....	Bordentown, Burlington.
Burfitt, Clara Louisa.....	Vineland, Cumberland.
Call, Mary Elizabeth.....	Lambertville, Hunterdon.
Collins, Anna Louisa.....	Cape May C. H., Cape May.
Coons, Annie.....	Deckertown, Sussex.
Cramer, Bertha Ferrell.....	May's Landing, Atlantic.
Durie, Martha Lydecker.....	Tappan, Rockland, N. Y.
Evans, Virginia Mary.....	Columbia, Warren.
Flecke, Mary Agnes.....	Alpine, Bergen.
Gardiner, Delma.....	Westville, Gloucester.
Havens, Mary Moon .....	Bordentown, Burlington.
Horner, Estelle Delmont.....	Manchester, Ocean.
Huggan, Agnes Edith.....	Newark, Essex.
Hughes, Harry.....	Trenton, Mercer.
Hunt, Franklin Stoutenburgh.....	Schooley's Mountain, Morris.
Karge, Ella.....	Smithville, Burlington.
Kean, Charles Warren.....	Elmer, Salem.
Kiger, Nellie Armstrong .....	Daretown, Salem.
Knoner, Rebecca Louise.....	Westwood, Bergen.
Littell, Julia Wallace.....	Spottswood, Middlesex.
Lodor, Charles Francis.....	Lambertville, Hunterdon.

Name.	Residence.
Mathews, Emma Hughes.....	Trenton, Mercer.
McKeever, Katherine Celestine.....	Lambertville, Hunterdon.
Morton, Grace Darling..	Salem, Salem.
Norris, Louie May.....	Manasquan, Monmouth.
Palmer, Frederick Allen..	Frenchtown, Hunterdon.
Reilly, Julia Cecelia .....	Lambertville, Hunterdon.
Schenck, Sarah Hendrickson.....	Lincoln Park, Morris.
Scherman, Amelia Margretta..	West Orange, Essex.
Sheppard, Charles Augustus .....	Newport, Cumberland.
Sheppard, James Fowler .....	Fairton, Cumberland.
Sonnenberg, Herman Joshua..	New York, N. Y.
Stadlinger, Rose..	Deans, Middlesex.
Thomas, Rebecca.....	Cinnaminson, Burlington.
Warner, Bessie Satterthwaite.....	Trenton, Mercer.
Woods, Mary Frances .....	Kingsland, Bergen.
Yates, Robert Milton.....	Allentown, Monmouth.

## COMMENCEMENT—NEW JERSEY STATE NORMAL SCHOOL.

*Thursday, June 17th, 1897.*

## PROGRAM.

1. Chant—The Lord's Prayer.
2. Essay—Choice of Literature in the Primary Grades.....Grace Hamilton.
3. Address—Citizenship .....
4. Piano Duet—"Danse Boheme, No. 2".....*J. Lowe.*  
Misses Mabel Garwood and Alma Austin.
5. Essay—Self-Activity in Education....Mary C. Weller (Special Mention).
6. Recitation—A Scene from, "As You Like It".....*Shakespeare.*  
Agnes W. Brower.
7. Three-Part Chorus—"Fly, Singing Bird" .....
8. Essay—Æsthetic Education.....
9. Essay—Botany in the Lower Grades.....
10. Banjo Selection—"Silver Bell Waltz" .....
11. Address—The Need of Zoology in the Public Schools...Vernon L. Frazee.
12. Trio—"The Violet".....*F. Ourschmann.*  
Misses Newbury, Gray and Ott.
13. Recitation—A Monologue.....
14. Violin Solo—Selected.....
15. Essay—Suggestions for Object Lessons, based on Children's Interests,  
Margaret Gray (Valedictorian).
16. Presentation of the Class by the Principal.
17. Reception of Class.....Jas. Owen, Chairman of Committee on Education.
18. Awarding of Diplomas...James L. Hays, President of Board of Education.
19. Four-Part Chorus—Lullaby.....



LIBRARY.



# STATE NORMAL SCHOOL REPORT.

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## GRADUATES.

Name.	Residence.
Alden, Eleanor N.....	West Summit.
Alden, Harriet.....	Metuchen.
Allen, Emma.....	Atlantic City.
Almer, Allie F.....	Danville.
Arrow, Clara M.....	Vineland.
Batchelor, Mary.....	Camden.
Bauer, Hattie C.....	Irvington.
Bellis, Horace D.....	Trenton.
Best, Elizabeth J.....	Caldwell.
Betticher, Mabel N.....	Beverly.
Bond, Edith M.....	New Brunswick.
Brower, Agnes W.....	New Brunswick.
Brown, Charlotte M.....	Jersey City Heights.
Budd, Mattie.....	Budd's Lake.
Burke, Frances.....	Orange.
Carter, Mary P.....	Penn Valley.
Carty, Marion.....	Florence.
Caward, H. Elizabeth.....	Prattsburg.
Chamberlain, Emma J.....	Atlantic City.
Child, Anna R.....	Red Bank.
Clark, Janette.....	Madison.
Clayton, Harriet.....	Jackson's Mills.
Condit, Phoebe A.....	West Orange.
Conover, Nathan S.....	Clinton.
Cook, Mamie F.....	Manasquan.
Crane, Julia H.....	Caldwell.
Cresse, S. Mattison.....	Cape May Court House.
Crook, Alice.....	Manchester.
Darby, Edith M.....	Plainfield.
Davis, Helen.....	Rahway.
Davison, Charlotte R.....	Manalapan.
Delaney, Maria.....	Trenton.
Dennis, Blanche.....	Deckertown.
Dickinson, Morgan W. F.....	Woodbury.
Dilta, Blanche L.....	Roselle.
Ernst, Laura.....	Perth Amboy.
Ettinger, Aline.....	Kinkora.
Faussett, Cora M.....	Trenton.
Folwell, Maude H.....	Mount Holly.
Fraze, Rebecca S.....	Manasquan.
Fraze, Vernon L.....	Allentown.
Gordon, Beulah.....	Freehold.
Gray, Margaret.....	East Orange.
Hamilton, Grace.....	Ocean Grove.
Hancy, S. Ellen.....	Stanhope.



Name.	Residence.
Harker, Laura.....	Jacobstown.
Hartley, Ella .....	Palmyra.
Hazelton, Alice.....	Mullica Hill.
Hendrickson, Adele.....	Asbury Park.
Hendrickson, Adeline.....	New York City.
Hennessey, Michael R.....	Cranford.
Hinsdale, Bertha ...	Woodbridge.
Hoffman, Nellie M.....	Califon.
Horn, Ida M.....	Belvidere.
Hopkins, Ida H.....	Flanders.
Howe, Esther M. E .....	Red Bank.
Howell, Clarence J.....	Mauricetown.
Johnson, Evelyn P .....	Philadelphia, Pa.
Justice, Asa G.....	Pennsgrove.
Lowe, Mary A.....	Mt. Arlington.
Lynch, Margaret E .....	Chatham.
Mack, Mary.....	South Amboy.
Marren, Margaret P .....	Bordentown.
Matthews, Bertha .....	Madison.
McCormick, Katherine L .....	Perth Amboy.
McNeal, Anna.....	New Hope, Pa.
Meskill, Frank.....	Lambertville.
Murdoch, Nellie N.....	Ocean City.
Murphy, Anna C .....	Trenton.
Murphy, Ethel.....	Bayonne.
Nelson, Belle.....	Hillsdale.
Newbury, Prudence .....	Barneгат.
Northwood, Bertha .....	Trenton.
Ott, Mary E .....	Deerfield.
Oxenford, Bertha L .....	Perth Amboy.
Palmer, V. Claude.....	Tuckerton.
Parker, Lizzie P .....	Forked River.
Pierce, Lulu M.....	Trenton.
Plummer, Elizabeth .....	Cranford.
Polhemus, Nellie L .....	Manalapan.
Potter, Ella D.....	Imlaystown.
Rattigan, Anna M.....	Mt. Holly.
Reeve, Alenda .....	Woodstown.
Rickard, Bessie .....	Bordentown.
Robinson, Bessie A.....	Salem.
Rogers, Margaret.....	Beverly.
Sage, Frederick H .....	Gillette.
Schneider, Anna K.....	New Brunswick.
Shaner, Nellie G.....	Atlantic City.
Sheppard, Emma E.....	Daretown.
Shotwell, Lillie.....	Hightstown.

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Name.	Residence.
Squier, Ella .....	Rahway.
Steen, Margaret M.....	Trenton.
Stewart, Juliaette.....	Hilton.
Templeton, Lydia B.....	Keyport.
Thompson, Catherine .....	Manchester.
Tunis, Annie H .....	Trenton.
Turford, Dora .....	Trenton.
Turquand, Estelle .....	New Brunswick.
Van Buskirk, Geneva.....	Bayonne.
Van Deventer, Evelyn.....	New Brunswick.
Weller, Mary C .....	Washington.
White, M. Emma .....	Rahway.
White, Helen .....	Yardley, Pa.
Wilmot, Meta .....	Lambertville.
Wortendyke, May.....	Hillsdale.
Young, Florence G.....	Montclair.

## COMMENCEMENT—NEW JERSEY STATE MODEL SCHOOL.

*Wednesday, June 16th, 1897.*

### PROGRAMME.

1. Chant—The Lord's Prayer.....
2. Essay—Angels of Fra Angelico ..... Florence A. Earl.
3. Vocal Waltz—"Breeze of Night"..... Lamothe.  
Misses Davison, Raymond, MacCrellish and Martinette.
4. Address—Movement of the Masses..... Henry M. Lawrence.
5. Piano Duet—"Pas Redouble"..... Saint Sarns.  
Misses MacCrellish and Clayton.
6. \* Essay—"The Spiritual in Hawthorne".....  
Elizabeth E. La Rue (Special mention).
7. Address—What's in a Name?..... Edgar L. West, (Honor).
8. Girls' Sextette—"Spring Song"..... Wm. Allingham.
9. Essay—War Notes in Verse..... Mary R. Wood.
10. Boys' Chorus—"Merry June"..... Charles Vincent.
11. Address—The Evolution of Government.....  
Egbert G. Mackenzie.
12. Recitation—Selection from "The Golden Legend"..... Longfellow.  
Ethel E. Curtis.
13. Banjo Club—"Silver Crown Schottische"..... Jennings.
14. Address—Modern Mythology..... A. Boyd Cornell.
15. Girls' Chorus—"Rock-a-Bye"..... W. H. Niedlinger.

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\* Excused.

16. Essay—Reflected Life of France .....Mary E. Berry, (Honor).
17. Recitation—"The Life Work of Grant" .....*John Russell Young.*  
Edward T. Murphy.
18. Parting Song—Folk Song.....Solo by Florence White.  
Misses Curtis and White, Messrs. Murphy and Lawrence.
19. Presentation of the Class by the Principal.
20. Awarding of Diplomas by Benjamin H. Campbell, Vice President of the  
State Board of Education.
21. Quartette—"Good Night" .....*Dudley Buck.*  
Messrs. Hewitt, Cochran, Lawrence and Rittenhouse.

### GRADUATES.

**Non scholæ sed vitæ studemus.**

**Mary Elizabeth Berry,  
Ethel E. Curtis,  
Florence Adelaide Earl,  
Elizabeth Ely La Rue,  
Elsa Florence White,  
Mary Reed Wood,  
Clarence Jay Buckman.**

**Alvah Boyd Cornell,  
Henry Merrill Lawrence,  
John Nelson Lindsay,  
Egbert Gray Mackenzie,  
Edward Thomas Murphy,  
Charles William Peace,  
Edgar Lee West.**

## NORMAL SCHOOL REGISTRY.

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The following is the enrollment of students of the Normal School,  
with their classification, at the close of the year :

### SENIOR SECOND—FEBRUARY DIVISION.

Name.	Residence.
Allen, Margaret Hume.....	Asbury Park, Monmouth.
Barkley, Jean Davis.....	Lambertville, Hunterdon.
Bartine, Louise Reading.....	Trenton, Mercer.
Barwis, Bertha Mabel.....	Trenton, Mercer.
Bradley, David Henry.....	Camden, Camden.
Brown, Helen Wilson.....	Camden, Camden.
Bruker, Rosina Linza.....	Bordentown, Burlington.
Burfitt, Clara Louisa.....	Vineland, Cumberland.
Call, Mary Elizabeth.....	Lambertville, Hunterdon.
Collins, Anna Louisa.....	Cape May Court House, Cape May.
Coons, Annie.....	Deckertown, Sussex.
Cramer, Bertha Ferrell.....	May's Landing, Atlantic.
Durie, Martha Lydecker.....	Tappan, Rockland, N. Y.
Evans, Virginia Mary.....	Columbia, Warren.
Flecke, Mary Agnes.....	Alpine, Bergen.
Gardiner, Delma.....	Westville, Gloucester.
Havens, Mary Moon.....	Bordentown, Burlington.
Horner, Estelle Delmont.....	Manchester, Ocean.
Huggan, Agnes Edith.....	Newark, Essex.
Hughes, Harry.....	Trenton, Mercer.
Hunt, Franklin Stoutenburgh.....	Schooley's Mountain, Morris.
Karge, Ella.....	Smithville, Burlington.
Kean, Charles Warren.....	Elmer, Salem.
Kiger, Nellie Armstrong.....	Daretown, Salem.
Knoner, Rebecca Louise.....	Westwood, Bergen.
Littell, Julia Wallace.....	Spottawood, Middlesex.
Lodor, Charles Francis.....	Lambertville, Hunterdon.
Mathews, Emma Hughes.....	Trenton, Mercer.
McKeever, Katherine Celestine.....	Lambertville, Hunterdon.
Morton, Grace Darling.....	Salem, Salem.
Norris, Louie May.....	Manasquan, Monmouth.

Name.	Residence.
Palmer, Frederick Allen.....	Frenchtown, Hunterdon.
Reilly, Julia Cecelia.....	Lambertville, Hunterdon.
Schenck, Sarah Hendrickson.....	Lincoln Park, Morris.
Scherman, Amelia Margretta.....	West Orange, Essex.
Sheppard, Charles Augustus.....	Newport, Cumberland.
Sheppard, James Fowler.....	Fairton, Cumberland.
Sonnenberg, Herman Joshua.....	New York, N. Y.
Stadlinger, Rose.....	Deans, Middlesex.
Thomas, Rebecca.....	Cinnaminson, Burlington.
Van Wyck, Mary W.....	Perth Amboy, Middlesex.
Warner, Bessie Satterthwaite.....	Trenton, Mercer.
Woods, Mary Frances.....	Kingsland, Bergen.
Yates, Robert Milton.....	Allentown, Monmouth.

## SENIOR SECOND—JUNE DIVISION.

Alden, Eleanor N.....	West Summit, Union.
Alden, Harriet.....	Metuchen, Middlesex.
Allen, Emma.....	Atlantic City, Atlantic.
Almer, Allie F.....	Danville, Warren.
Arrow, Clara M.....	Vineland, Cumberland.
Batchelor, Mary.....	Camden, Camden.
Bauer, Hattie C.....	Irvington, Essex.
Bellis, Horace D.....	Trenton, Mercer.
Best, Elizabeth J.....	Caldwell, Essex.
Betticher, Mabel N.....	Beverly, Burlington.
Bond, Edith M.....	New Brunswick, Middlesex.
Brower, Agnes W.....	New Brunswick, Middlesex.
Brown, Charlotte M.....	Jersey City Heights, Hudson.
Budd, Mattie.....	Budd's Lake, Morris.
Burke, Frances.....	Orange, Essex.
Carter, Mary P.....	Penn Valley, Pa.
Carty, Flora.....	Florence, Burlington.
Carpenter, Emma H.....	Rahway, Union.
Carty, Marion.....	Florence, Burlington.
Caward, H. Elizabeth.....	Prattsburg, N. Y.
Chamberlain, Emma J.....	Atlantic City, Atlantic.
Child, Anna R.....	Red Bank, Monmouth.
Clark, Janette.....	Madison, Morris.
Clayton, Harriet.....	Jackson's Mills, Ocean.
Condit, Phoebe A.....	West Orange, Essex.
Conover, Nathan S.....	Clinton, Hunterdon.
Cook, Mamie F.....	Manasquan, Monmouth.
Crane, Julia H.....	Caldwell, Essex.
Cresse, S. Mattison.....	Cape May Court House, Cape May.

Name.	Residence.
Crook, Alice .....	Manchester, Ocean.
Darby, Edith M. ....	Plainfield, Union.
Davis, Helen.....	Rahway, Union.
Davison, Charlotte R.....	Manalapan, Monmouth.
Delaney, Maria.....	Trenton, Mercer.
Dennis, Blanche.....	Deckertown, Sussex.
Dickinson, Morgan W. F.....	Woodbury, Gloucester.
Dilts, Blanche L.....	Roselle, Union.
Ernst, Laura.....	Perth Amboy, Middlesex.
Ettinger, Aline.....	Kinkora, Burlington.
Faussett, Cora M.....	Trenton, Mercer.
Folwell, Maud H.....	Mount Holly, Burlington.
Frazee, Rebecca S.....	Manasquan, Monmouth.
Frazee, Vernon L.....	Allenwood, Monmouth.
Gordon, Beulah.....	Freehold, Monmouth.
Gray, Margaret.....	East Orange, Essex.
Hamilton, Grace.....	Ocean Grove, Monmouth.
Hancy, S. Ellen.....	Stanhope, Sussex.
Harker, Laura.....	Jacobstown, Burlington.
Hartley, Ella.....	Palmyra, Burlington.
Hazelton, Alice.....	Mullica Hill, Gloucester.
Hendrickson, Adele.....	Asbury Park, Monmouth.
Hendrickson, Adeline.....	New York City, N. Y.
Hennessey, Michael R.....	Cranford, Union.
Hinsdale, Bertha.....	Woodbridge, Middlesex.
Hoffman, Nellie M.....	Califon, Hunterdon.
Horn, Ida M.....	Belvidere, Warren.
Hopkins, Ida H.....	Flanders, Morris.
Howe, Esther M. E.....	Red Bank, Monmouth.
Howell, Clarence J.....	Mauricetown, Cumberland.
Johnson, Evelyn P.....	Philadelphia, Pa.
Justice, Asa G.....	Pennsgrove, Salem.
Long, Mrs. Catherine.....	Trenton, Mercer.
Lowe, May A.....	Mount Arlington, Morris.
Lynch, Margaret E.....	Chatham, Morris.
Mack, Mary.....	South Amboy, Middlesex.
Marren, Margaret P.....	Bordentown, Burlington.
Matthews, Bertha.....	Madison, Morris.
McCormick, Katherine L.....	Perth Amboy, Middlesex.
McNeal, Anna.....	New Hope, Pa.
Meskill, Frank.....	Lambertville, Hunterdon.
Murdoch, Nellie N.....	Ocean City, Cape May.
Murphy, Anna C.....	Trenton, Mercer.
Murphy, Ethel.....	Bayonne, Hudson.
Nelson, Belle.....	Hillsdale, Bergen.
Newbury, Prudence.....	Barnegat, Ocean.

Name.	Residence.
Northwood, Bertha.....	Trenton, Mercer.
Ott, Mary E.....	Deerfield, Cumberland.
Oxenford, Bertha L.....	Perth Amboy, Middlesex.
Palmer, V. Claude.....	Tuckerton, Ocean.
Parker, Lizzie P.....	Forked River, Ocean.
Pierce, Lulu M.....	Trenton, Mercer.
Plummer, Elizabeth.....	Cranford, Union.
Polhemus, Nellie L.....	Manalapan, Monmouth.
Potter, Ella D.....	Imlaystown, Monmouth.
Rattigan, Anna M.....	Mount Holly, Burlington.
Reeve, Alenda.....	Woodstown, Salem.
Rickard, Bessie.....	Bordentown, Burlington.
Rideout, Lillian H.....	Tenafly, Bergen.
Robinson, Bessie A.....	Salem, Salem.
Rogers, Margaret.....	Beverly, Burlington.
Sage, Edmund E.....	Gilette, Morris.
Sage, Frederick H.....	Gilette, Morris.
Schneider, Anna K.....	New Brunswick, Middlesex.
Shaner, Nellie G.....	Atlantic City, Atlantic.
Sheppard, Emma E.....	Daretown, Salem.
Shotwell, Lillie.....	Hightstown, Mercer.
Squier, Ella.....	Rahway, Union.
Steen, Margaret M.....	Trenton, Mercer.
Stewart, Juliaette.....	Hilton, Essex.
Templeton, Lydia B.....	Keyport, Monmouth.
Thompson, Catherine.....	Manchester, Ocean.
Tunis, Annie H.....	Trenton, Mercer.
Turford, Dora.....	Trenton, Mercer.
Turquand, Estelle.....	New Brunswick, Middlesex.
Van Buskirk, Geneva.....	Bayonne, Hudson.
Van Deventer, Evelyn.....	New Brunswick, Middlesex.
Weller, Mary C.....	Washington, Warren.
White, M. Emma.....	Rahway, Union.
White, Helen.....	Yardley, Pa.
Wilmot, Meta.....	Lambertville, Hunterdon.
Wortendyke, May.....	Hillsdale, Bergen.
Young, Florence G.....	Montclair, Essex.

## SENIOR FIRST.

Apgar, Duvilious.....	Mount Pleasant, Hunterdon.
Albright, Catharine.....	Martin's Creek, Pa.
Beidelman, Clara I.....	Morrisville, Pa.
Birch, Alice M.....	Millville, Cumberland.
Bowne, G. Gertrude.....	Trenton, Mercer.
Birklund, George A.....	Stockholm, Sussex.

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Name.	Residence.
Bray, Elmer M.....	Mine Hill, Morris.
Caulfield, Annie .....	Trenton, Mercer.
Champion, Charles F. ....	Port Oram, Morris.
Cievenger, Sarah.....	Mount Holly, Burlington.
Condit, Clara L.....	West Orange, Essex.
Crossette, Lillie.....	Beverly, Burlington.
Conover, Emma.....	Jamesburg, Middlesex.
Davis, Sadie L .....	Rahway, Union.
Delaney, Maria.....	Trenton, Mercer.
Dungan, Temperance A.....	Harlingen, Somerset.
Ewart, Carrie B.....	Windsor, Mercer.
Finley, Hettie C .....	Cohansey, Salem.
Garretson, Edyth M. ....	Perth Amboy, Middlesex.
Garrison, Blanche E .....	Camden, Camden.
Garrison, Edward W .....	Dividing Creek, Cumberland.
Gaston, Mabel .....	Somerville, Somerset.
Gilmore, Ellie.....	Arlington, Hudson.
Greenlie, Mattie S.....	Passaic, Passaic.
Halstead, Lillian.....	Midland Park, Bergen.
Hinshelwood, Mabel .....	Englishtown, Monmouth.
Hoffman, E. Frances.....	Frenchtown, Hunterdon.
Ireland, Anna.....	Trenton, Mercer.
Jacobs, Lillian C.....	Hammonton, Atlantic.
Johnson, Gertrude.....	Toms River, Ocean.
Kelley, Kate C.....	Lambertville, Hunterdon.
Kimball, Mamie G .....	Jacksonville, Burlington.
Lair, Nellie E.....	Glen Gardner, Hunterdon.
Leeds, Mabel D .....	Rutherford, Bergen.
McAlevy, Mary.....	Perth Amboy, Middlesex.
Meade, Mary P. ....	Perth Amboy, Middlesex.
Milne, Anna.....	Orange, Essex.
Mundy, Iva M.....	Millington, Morris.
Munoz, Harriet .....	Cranford, Union.
Murphy, Maizie V .....	Trenton, Mercer.
Moyer, Emilie A.....	Trenton, Mercer.
Newbury, Elizabeth P.....	Barneгат, Ocean.
Owen, Helen M.....	Elizabeth, Union.
Pember, Gertrude.....	Long Hill, Morris.
Pettit, Florence V.....	Millville, Cumberland.
Pullen, Lillian S.....	Hightstown, Mercer.
Reed, Ada.....	Spring Lake, Monmouth.
Reed, Elizabeth.....	Titusville, Mercer.
Reger, Sadie E.....	Succasunna, Morris.
Rosenkrans, Cora.....	Wallpack Centre, Sussex.
Russ, Etta.....	Beverly, Burlington.



Name.	Residence.
Salyer, Sadie.....	Mahwah, Bergen.
Scott, Bertha.....	Trenton, Mercer.
Shawger, Bertha.....	Rockaway, Morris.
Skillman, Mary B.....	Skillman, Somerset.
Somers, May.....	Oceanville, Atlantic.
Staats, Margaret.....	Somerville, Somerset.
Sullivan, Peter.....	Philadelphia, Pa.
Thurlow, Mae G.....	Sewell, Gloucester.
Thomas, Mary L.....	Trenton, Mercer.
Van Harler, Hannah.....	Trenton, Mercer.
Waite, Mary E.....	Perth Amboy, Middlesex.
Walton, Charles E. A.....	Califon, Hunterdon.
Welanetz, Caroline L.....	Jersey City, Hudson.
White, Henrietta.....	Eatontown, Monmouth.
Wood, Alys Mae .....	Hammonton, Atlantic.
Wright, Joseph M. ....	Pennsgrove, Salem.

## A SECOND.

Albertson, Elizabeth M ....	Atlantic City, Atlantic.
Allen, Kate P.....	Bordentown, Burlington.
Anderson, Harriet .....	Perth Amboy, Middlesex.
Antrim, Alice C.....	Burlington, Burlington.
Aspinwall, Robert.....	Millville, Cumberland.
Ayers, Augusta M.....	Andover, Sussex.
Allen, Mildred L.....	Trenton, Mercer.
Allen, Ada B.....	Princeton, Mercer.
Bailey, Daniel .....	Tuckahoe, Cape May.
Bailey, Edna B.....	Millburn, Essex.
Bailey, Mary A.....	Clifton, Passaic.
Bartlett, Theresa.....	Atlantic City, Atlantic.
Behm, Henrietta .....	Atlantic City, Atlantic.
Bellis, Elizabeth.....	Flemington, Hunterdon.
Birdsall, Lina H .....	Waretown, Ocean.
Bonnell, Margaret J.....	Barnegat Park, Ocean.
Bray, Helen Irene.....	Freehold, Monmouth.
Brown, Mary Louise.....	Bergen Point, Hudson.
Buckson, Elizabeth L.....	Vineland, Cumberland.
Burt, Ella S.....	Cohansey, Salem.
Butterfield, Annie G.....	River Edge, Bergen.
Campbell, Florence L.....	Little Silver, Monmouth.
Carle, Annie L.....	White House Station, Hunterdon.
Clark, Ada H.....	Plainfield, Union.
Clark, Laura B.....	Deckertown, Sussex.
Cliver, Sadie V.....	Camden, Camden.
Coe, Elizabeth .....	Dover, Morris.
Cole, Ina E.....	Long Branch, Monmouth.

Name.	Residence.
Cook, Lillian G.....	Trenton, Mercer.
Cooke, Rebecca G.....	Pennsville, Salem.
Corson, Edith.....	Mauricetown, Cumberland.
Cougle, Carrie.....	Trenton, Mercer.
Coursen, Harry A.....	Stanhope, Sussex.
Crippin, John R.....	Trenton, Mercer.
Craft, Ada L.....	Trenton, Mercer.
D'Arcus, Jeannette M.....	Trenton, Mercer.
Davis, America.....	Port Oram, Morris.
Diamond, Mary P.....	Stockton, Hunterdon.
Deiks, Ella.....	Orange, Essex.
Dobbins, Helen.....	Rahway, Union.
Dolbeer, Amy B.....	Caldwell, Essex.
Dutton, Mary D.....	East Orange, Essex.
Edwards, Mrs. Hattie S.....	Ocean View, Cape May.
Edwards, Mamie L.....	Dover, Morris.
Egan, Cecilia H.....	Hoboken, Hudson.
Evaul, Ada B.....	Palmyra, Burlington.
Everitt, Media.....	South Amboy, Middlesex.
Farroat, Jennie L.....	Perth Amboy, Middlesex.
Fetter, Bessie M.....	Trenton, Mercer.
Folwell, Gertrude.....	Mount Holly, Burlington.
Foulks, Eva S.....	Stevens, Burlington.
Frey, Bertha T.....	Yardley, Pa.
Gerrety, Anna M.....	New Brunswick, Middlesex.
Gleason, Harry C.....	Newark, Essex.
Gosline, Cordelia F.....	Camden, Camden.
Greenwood, Edna A.....	New Brunswick, Middlesex.
Hamilton, Minnie.....	New Brunswick, Middlesex.
Hancock, Edith E.....	Mount Herman, Warren.
Hand, Mary A.....	Port Norris, Cumberland.
Hart, Phoebe I.....	Trenton, Mercer.
Heston, Helen.....	Atlantic City, Atlantic.
Hildebrant, Grace.....	Elizabeth, Union.
Hoagland, Mary.....	Harlingen, Somerset.
Huffington, Dennis J.....	Woodbury, Gloucester.
Hughes, Florence N.....	Perth Amboy, Middlesex.
Huston, Jennie M.....	Vineland, Cumberland.
Inscho, Frances.....	Hightstown, Mercer.
Jay, Edwin.....	Vineland, Cumberland.
Jenkinson, Elizabeth.....	Atlantic Highlands, Monmouth.
Johnson, Bessie S.....	Trenton, Mercer.
Johnson, S. Marie.....	Atlantic City, Atlantic.
Kinsley, Myra.....	Brown's Mills, Burlington.
Kitchel, Millicent.....	Rockaway, Morris.
Lane, Abbie M.....	Tuckerton, Ocean.

Name.	Residence.
Laubenstein, Mary A.....	Lambertville, Hunterdon.
Layton, Clara C.....	Pennsgrove, Salem.
Le Fevre, Anna L. ....	Blackwood, Camden.
Letson, Mary A.....	Stelton, Middlesex.
Ludlow, Elmer M.....	Haddonfield, Camden.
Lukins, Eva S.....	Trenton, Mercer.
Magai, Elizabeth D.....	Weehawken, Hudson.
Martin, John V.....	Somerville, Somerset.
McCollum, Mabel E.....	Delaware, Warren.
McCulley, Elizabeth D.....	Berlin, Camden.
McFadden, Frances W.....	Long Branch, Monmouth.
Meliff, Mary.....	Trenton, Mercer.
Miller, Elizabeth.....	Yardley, Pa.
Miller, Marcia.....	South Dennis, Cape May.
Mitchell, Lizzie.....	Trenton, Mercer.
Moncrief, Albert.....	Newport, Cumberland.
Mood, Clara.....	Terrell, Gloucester.
Morgan, Mary.....	Palmyra, Burlington.
Morley, H. Edith..	Trenton, Mercer.
Neale, Florence.....	Orange, Essex.
Newcomb, Hart S.....	Vineland, Cumberland.
North, F. Gertrude.....	Hammonton, Atlantic.
Olmstead, M. Beatrice.....	South Amboy, Middlesex.
Patterson, Virginia I.....	Atlantic Highlands, Monmouth.
Peace, Susie E.....	Port Norris, Cumberland.
Pearson, Maud A.....	Wenonah, Gloucester.
Peer, Elizabeth.....	Orange, Essex.
Pierce, Minnie R.....	Trenton, Mercer.
Queen, Josephine.....	Stockton, Hunterdon.
Radcliff, Paul R.....	Trenton, Mercer.
Radford, Florence.....	Trenton, Mercer.
Richards, Grace E.....	Dover, Morris.
Richter, Minerva.....	Bayonne, Hudson.
Rogers, Geo. H.....	Williamstown, Gloucester.
Runyon, Elizabeth.....	Millington, Morris.
Rush, Anna M.....	Washington, Warren.
Russell, Leah.....	Burlington, Burlington.
Ryerson, Lucy B.....	Caldwell, Essex.
Sharp, Norma M.....	Trenton, Mercer.
Slack, Edith B.....	Orange, Essex.
Slack, Jennie.....	Ledgewood, Morris.
Sloan, J. Maud.....	Bayonne, Hudson.
Slover, Meda C.....	South Amboy, Middlesex.
Smart, Emily M.....	Bayonne, Hudson.
Smoyer, Victoria M. B.....	Belvidere, Warren.
Snow, Lillian F.....	Perth Amboy, Middlesex.

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Name.	Residence.
Snowden, Isabella M .....	Bayonne, Hudson.
Sooy, Florence P .....	Mantua, Gloucester.
Starr, Emma M .....	Westfield, Union.
Straub, Carrie .....	South Amboy, Middlesex.
Taylor, Della I .....	Trenton, Mercer.
Thompson, Hannah M .....	Pennsgrove, Salem.
Thompson, Marion M .....	Elizabeth, Union.
Tice, Amy .....	Williamstown, Gloucester.
Titworth, Mildred .....	Dunellen, Middlesex.
Travers, Annie A. ....	Locust, Monmouth.
Vale, Nellie T .....	New Brunswick, Middlesex.
Van Gilluwe, Emma .....	Ocean Grove, Monmouth.
Van Hise, Florence V .....	Ardena, Monmouth.
Voorhees, Edna M .....	White House, Hunterdon.
Voorhees, Viola .....	Highlands, Monmouth.
Walker, Jos. F .....	Perth Amboy, Middlesex.
Welsh, Myrtle M .....	Hackettstown, Warren.
Weydert, Augusta .....	Lewistown, Montana.
White, Lillian .....	Bordentown, Burlington.
Wilson, Ina .....	Metuchen, Middlesex.
Wood, Alice M .....	Trenton, Mercer.
Yereance, Laura .....	Rutherford, Bergen.
Zabriskie, John B. ....	Wortendyke, Bergen.

## A FIRST.

Austin, Alma .....	Red Bank, Monmouth.
Allen, Bertha C .....	Trenton, Mercer.
Anderson, Wilhelmina .....	Bayonne, Hudson.
Bachman, Florence .....	Warren Paper Mills, Hunterdon.
Ballantine, Ida B .....	Summit, Union.
Beavers, A May .....	Califon, Hunterdon.
Bennett, Hazel G .....	Trenton, Mercer.
Blackwell, Mayme .....	Penn Valley, Pa.
Brands, John D .....	Vale, Warren.
Buseck, Lena .....	Passaic, Passaic.
Bittman, Margaret .....	Bayonne, Hudson.
Bidwell, Alma F .....	Warren Paper Mills, Hunterdon.
Callahan, Alice .....	Plainfield, Union.
Cattell, Virginia .....	Woodbury, Gloucester.
Chamberlain, Archie .....	Lake View, Passaic.
Cleary, Mamie T .....	Trenton, Mercer.
Cody, Elizabeth G .....	Trenton, Mercer.
Comp, Frances .....	Yardville, Mercer.
Connors, Wm. H .....	Centre Bridge, Pa.
Connor, Elizabeth .....	South Amboy, Middlesex.
Craig, Robert C .....	Blairstown, Warren.

Name.	Residence.
Crane, Frank W.....	Atlantic Highlands, Monmouth.
Dalton, Adele S.....	Trenton, Mercer.
Davis, Effie T.....	Milford, Del.
Davis, Helen.....	Lebanon, Hunterdon.
Davis, Mary C.....	Milford, Del.
Donohue, Kate.....	New Hope, Pa.
Douglass, Mary A.....	Trenton, Mercer.
Du Bois, Nellie S.....	Fort Lee, Bergen.
Edgar, Maude.....	Edgar, Florida.
Flynn, Marie.....	Trenton, Mercer.
Francisco, Florence M.....	Irvington, Essex.
Frazee, Henry P.....	Port Monmouth, Monmouth.
Franklin, Mildred.....	Atlantic Highlands, Monmouth.
Frost, Henrietta L.....	Brooklyn, N. Y.
Gerke, Harry D.....	Alpine, Bergen.
Gernsheimer, Rose.....	New Brunswick, Middlesex.
Glaspey, Bertha.....	Shiloh, Cumberland.
Grady, Lucy A.....	Port Oram, Morris.
Garthwaite, Jennie D.....	Rahway, Union.
Haines, Viola W.....	Georgetown, Burlington.
Harris, Deborah A.....	Edgewater Park, Burlington.
Harris, Jennie R.....	Ocean Grove, Monmouth.
Henkle, Jessie.....	Helmetta, Middlesex.
Hepner, Edmund R.....	Cedarville, Cumberland.
Hermann, Katie.....	Carteret, Middlesex.
Hoffman, Estelle H.....	High Bridge, Hunterdon.
Honnell, Susie L.....	Long Island City, N. Y.
Hussey, Bessie I.....	Bristol, Pa.
Hutton, Robert M.....	Passaic, Passaic.
Jackson, Grace H.....	Rahway, Union.
Joiner, Marion S.....	Lambertville, Hunterdon.
Justice, Agnes C.....	Pedricktown, Salem.
Keener, Mary A.....	Freehold, Monmouth.
Kennedy, Louise R.....	Washington, Warren.
Kuchlin, Alice.....	Alpine, Bergen.
Kuhn, Bessie A.....	Oceanic, Monmouth.
Kavanagh, Hattie.....	Bayonne, Hudson.
Lansing, Carrie E.....	Trenton, Mercer.
Lunger, Emma.....	Clinton, Hunterdon.
MacDonald, Alleta S.....	Monmouth Junction, Middlesex.
Malony, Mary C.....	Holmdel, Monmouth.
Marlatt, Alfred A.....	New Hampton, Hunterdon.
Marsden, Ada S.....	Fort Lee, Burlington.
Mathiasen, Otena.....	Perth Amboy, Middlesex.
Mathis, Daisy A.....	Hammonton, Atlantic.
Max, Katharine V.....	New Brunswick, Middlesex.

Name.	Residence.
McCain, Blanche .....	Trenton, Mercer.
McDavid, Chas. H.....	Gibbsboro, Camden.
McDowell, Sallie G.....	Bristol, Pa.
Meachem, Laura .....	Jersey City, Hudson.
Minard, Julia I .....	Berlin, Camden.
Morris, Margaret H.....	Hatboro, Pa.
Murray, Cora A.....	West End, Monmouth.
Northrup, Bessie.....	Huntsville, Sussex.
Newing, Margaret.....	Long Branch, Monmouth.
O'Hara, Christina G.....	Gloucester City, Camden.
Peters, Mary G.....	Haddonfield, Camden.
Rosenkrans, Dorothy.....	Leonia, Bergen.
Rigly, Elizabeth.....	Princeton, Mercer.
Riley, Clarence W.....	Cedarville, Cumberland.
Roberts, Mattie B.....	Trenton, Mercer.
Robinson, Myrtie.....	Allentown, Monmouth.
Ross, Bertha L.....	Cape May C. H., Cape May.
Rouse, Hattie L.....	Jersey City, Hudson.
Reid, Anna T.....	Bayonne, Hudson.
Schroeder, Harriett G.....	Nutley, Essex.
Shaw, Belle C.....	Somerville, Somerset.
Shaw, Walter.....	Fishing Creek, Cape May.
Speer, Eva J.....	Nutley, Essex.
Still, Mary E.....	Mount Holly, Burlington.
Street, Carrie M.....	Trenton, Mercer.
Swift, Mary J.....	Bordentown, Burlington.
Smith, Emma M.....	Orange, Essex.
Tansey, Carrie.....	Keyport, Monmouth.
Tantum, M. Ella .....	South Bound Brook, Somerset.
Vough, Myrtle .....	Newton, Sussex.
Van Dusen, Grace.....	Rahway, Union.
Wack, Kittie U.....	Califon, Hunterdon.
Waite, Helen B.....	Trenton, Mercer.
Watson, Bertha H.....	Asbury, Warren.
Williams, May J.....	Trenton, Mercer.
Wright, Lulu E.....	Bernardsville, Somerset.
Wooley, Elbert.....	Trenton, Mercer.
Walsh, Mary A.....	Bayonne, Hudson.
Young, Anna.....	Huntsville, Sussex.

## B SECOND.

Ackley, Florence.....	Camden, Camden.
Anderson, Annie.....	Woodbridge, Middlesex.
Atkins, Mary E.....	Roselle, Union.
Austin, Winifred.....	Red Bank, Monmouth.
Babcock, Anna B.....	Absecon, Atlantic.

Name.	Residence.
Balderston, Elizabeth .....	Dolington, Pa.
Banta, Charlotte M.....	Nutley, Essex.
Barker, Clara S.....	Mahwah, Bergen.
Bate, Beulah E.....	Fishing Creek, Cape May.
Bauer, Amelia.....	Irvington, Essex.
Berrien, Sadie E.....	Rocky Hill, Somerset.
Bidwell, Emma C.....	Warren Paper Mills, Hunterdon.
Bilderback, Willis E.....	Trenton, Mercer.
Bodine, Mathena.....	Dunellen, Middlesex.
Bowe, Emma.....	Bordentown, Burlington.
Brandis, Johanna.....	New Durham, Hudson.
Brickell, Lucy A.....	Belleville, Essex.
Brown, Helen B.....	Old Bridge, Middlesex.
Barter, Carrie A .....	Verona, Essex.
Cain, Hattie.....	Harlingen, Somerset.
Casper, Josephine S.....	Salem, Salem.
Chamberlain, Amos .....	Paterson, Passaic.
Chapman, Gertrude.....	Newark, Essex.
Clark, Mary .....	Penn's Park, Pa.
Cobb, Mabel .....	Newark, Essex.
Cole, Daisy.....	Boonton, Morris.
Conover, Irma G .....	Elizabeth, Union.
Conover, Sallie E .....	Absecon, Atlantic.
Considine, Julia C.....	Lambertville, Hunterdon.
Coxhead, Charlotte E.....	Highwood, Bergen.
Crabiell, Susie.....	Milltown, Middlesex.
Cramer, Carrie V. ....	Annandale, Hunterdon.
Clement, Gertrude .....	Woodbury, Gloucester.
Collings, Florence.....	Berlin, Camden.
Day, Helen .....	Morristown, Morris.
Demarest, Hattie C.....	Woodbridge, Middlesex.
Dennehy, Helen E .....	Bayonne City, Hudson.
Dewan, James .....	Trenton, Mercer.
Dooling, Mabel A. ....	Millville, Cumberland.
Dougherty, May .....	Florence, Burlington.
Daly, Mary R.....	Atlantic City, Atlantic.
Edwards, Elizabeth A.....	Oakland, Bergen.
Evans, Laura V.....	Moorestown, Burlington.
Farley, Theresa M .....	Lambertville, Hunterdon.
Finger, Martha E.....	Lambertville, Hunterdon.
Foster, Mary A.....	Imlaystown, Monmouth.
Foster, Vara M.....	Green Creek, Cape May.
Fowler, Carrie M.....	Morrisville, Pa.
Galloway, Ethel D.....	Rutherford, Bergen.
Gant, Lillie E. ....	Hurffville, Gloucester.
Gould, Agnes F.....	Bridgeton, Cumberland.







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Name.	Residence.
Graw, Charles V.....	Trenton, Mercer.
Gordon, Samuel G.....	Trenton, Mercer.
Harvey, Orpah.....	Trenton, Mercer.
Herron, Katie I. ....	Bordentown, Burlington.
Holcombe, Marvin J.....	Lambertville, Hunterdon.
Horner, Elizabeth S. ....	Bridgeton, Cumberland.
Howell, Lulu.....	Blairstown, Warren.
Herbert, Katharyn.....	Chesterfield, Burlington.
Houghten, Walter.....	Trenton, Mercer.
Jepson, Ella M.....	Hillsdale, Bergen.
Johnson, Cellesta.....	New Brunswick, Middlesex.
Jones, Frances L.....	Roselle, Union.
Kepler, Lizzie D.....	Plainfield, Union.
Kershaw, Eva R.....	Bound Brook, Somerset.
Kingsland, Nellie R.....	Roseville, Union.
Le Chevalier, Mary R.....	Asbury Park, Monmouth.
Lewis, Luella.....	Hightstown, Mercer.
Manning, Nellie B. ....	South Plainfield, Middlesex.
Mason, Mattie.....	Slackwood, Mercer.
Mason, Susan R.....	Somerville, Somerset.
McChesney, Sadie.....	Millburn, Essex.
McConnell, John C.....	Lambertville, Hunterdon.
McCul, Lillian E.....	Freehold, Monmouth.
McCulley, Jennie F.....	Berlin, Camden.
McDermott, Lucy C.....	Lambertville, Hunterdon.
McLaughlin, Nellie.....	Lambertville, Hunterdon.
Merrell, Grace E.....	Vienna, Warren.
Meyer, Carolina.....	New Durham, Hudson.
Meyers, Alberta.....	Belvidere, Warren.
Miller Estelle.....	Milford, Hunterdon.
Mongar, Sadie M.....	Trenton, Mercer.
Neighbor, Grace.....	Califon, Hunterdon.
Newcomb, Ella A.....	Port Norris, Cumberland.
Parrot, Aneta P.....	Morristown, Morris.
Pearsall, Emily B.....	Oceanic, Monmouth.
Petersen, Anna G.....	Williamstown, Gloucester.
Phillips, Anna M.....	Trenton, Mercer.
Parse, Ada J.....	Flemington, Hunterdon.
Reeves, May.....	Port Norris, Cumberland.
Rever, Lillian.....	Newark, Essex.
Rhinehart, Jennie M.....	New Germantown, Hunterdon.
Schneider, Matilda.....	Bridgeton, Cumberland.
Schuster, Carl J.....	Egg Harbor City, Atlantic.
Sherwood, Luella K.....	Stockton, Hunterdon.
Sickler, Margaret P.....	Williamstown, Gloucester.
Smith, Elsie E.....	Belvidere, Warren.

Name.	Residence.
Snyder, Lenora V.....	Belvidere, Warren.
Soden, Ada A.....	Jamesburg, Middlesex.
Stevens, Emma.....	North Plainfield, Somerset.
Stone, Florence.....	Philadelphia, Pa.
Stremme, Edna B.....	Bridgeton, Cumberland.
Scott, Mrs. E. A. ....	Trenton, Mercer.
Stout, Edward P.....	Huffdale, Hunterdon.
Taylor, Bessie L.....	Morrisville, Pa.
Taylor, Iona.....	Trenton, Mercer.
Tullis, Nellie.....	Columbus, Burlington.
Von Voigtlander, Martha.....	Trenton, Mercer.
Vorberg, Anna E.....	Weehawken, Hudson.
Vaughan, James A.....	Lafayette, Sussex.
Watt, Josephine.....	Lambertville, Hunterdon.
Weaver, Nellie N.....	Etna, Bergen.
Weil, Lillian B.....	Newark, Essex.
White, Clara W.....	Rahway, Union.
Whitney, Nellie.....	Newton, Sussex.
Wilson, Mary H.....	Lambertville, Hunterdon.
Woolson, Daniel.....	Fishing Creek, Cape May.
Wright, Edna M.....	Rocky Hill, Somerset.
Walker, Enid A.....	Cranbury, Middlesex.

## B FIRST.

Binder, Florence E.....	Trenton, Mercer.
Brooks, Alice D.....	Shirley, Salem.
Babcock, Augustus R., Jr.....	Allentown, Monmouth.
Buchanan, Isabel R.....	Palmyra, Burlington.
Buchanan, Marguerite .....	Mendham, Morris.
Burk, Howard W.....	Bridgeport, Gloucester.
Cook, F. Blanche.. .....	Mount Ephraim, Camden.
Crampton, Lenora T.....	Bayonne, Hudson.
Dare, Helena .....	Aldine, Salem.
De Graw, Grace.....	Union, Hudson.
De Mott, Harriette P.....	Flemington, Hunterdon.
Dougherty, Katharine R.....	Florence, Burlington.
Delaney, George H.....	Trenton, Mercer.
English, Margaret S.....	Trenton, Mercer.
Francisco, Estelle.....	Irvington, Essex.
Griffith, Maude.....	Florence, Burlington.
Gunther, Bertha W.....	New Brunswick, Middlesex.
Grier, Herbert.....	Hurffville, Gloucester.
Hann, Bessie G.....	Tuckahoe, Cape May.
Haworth, Evelyn.. .....	Trenton, Mercer.
Hurley, Lillie M.....	Trenton, Mercer.

# STATE NORMAL SCHOOL REPORT.

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Name.	Residence.
Haas, Anna.....	Trenton, Mercer.
Hackett, Della.....	Daretown, Salem.
Herron, Mary R .....	Bordentown, Burlington.
Herron, Rose M.....	Bordentown, Burlington.
Hoagland, Katharyn .....	Flemington, Hunterdon.
Hudnet, Florence E.....	Trenton, Mercer.
Johnson, Mary A.....	Lambertville, Hunterdon.
Kerlin, Marion.....	Columbus, Burlington.
Kerlin, Genevieve.....	Salem, Salem.
Kelty, Jennie T.....	Bingoes, Hunterdon.
Lawton, Bessie.....	Trenton, Mercer.
Link, Lillie E.....	Irvington, Essex.
Livingston, Edith B.....	Passaic, Passaic.
Marlatt, L. Elizabeth.....	Newark, Essex.
Owen, Robert W.....	Deckertown, Sussex.
Opie, Vertie.....	Somerville, Somerset.
Percy, Violet U.....	Trenton, Mercer.
Robbins, Lillie M. ....	Florence, Burlington.
Richardson, Jessie .....	Newark, Essex.
Randall, Florence.....	River Edge, Bergen.
Rea, Julia.....	South Amboy, Middlesex.
Rice, Edith R.....	Marksboro, Warren.
Riddle, Ella E .....	Asbury, Warren.
Scanlon, Mae V.....	Garfield, Bergen.
Sparks, Edna B.....	Sharpstown, Salem.
Stenerwald, Ada H.....	South Amboy, Middlesex.
Stephenson, Bessie G.....	Bordentown, Burlington.
Stilwell, Helen G.....	Shrewsbury, Monmouth.
Shaffer, Margaret.....	New Hope, Pa.
Sharp, F. Elizabeth.....	Lebanon, Hunterdon.
Steelman, Etta H. ....	Steelmanville, Atlantic.
Stewart, Clara.....	Washington, Warren.
Stites, Frances.....	Hewitt, Passaic.
Stover, Rae E.....	Carversville, Pa.
Van Atta, Helen T.....	Bordentown, Burlington.
Vannoy, Adra.....	Hopewell, Mercer.
Weston, Bessie L .....	Rocky Hill, Somerset.
Williams, Laura .....	Chester, Morris.
West, Lillian H.....	Bordentown, Burlington.
Waterman, Grace.....	Trenton, Mercer.
Wilson, Edith C.....	Dunellen, Middlesex.



# MODEL SCHOOL REGISTRY.

## HIGH SCHOOL DEPARTMENT.

### *Males.*

#### SENIOR CLASS.

Name.	Residence.
Backus, Richard A.....	Trenton.
Buckman, Clarence J.....	Langhorne, Pa.
Cornell, Boyd A.....	Trenton.
Lawrence, Henry M.....	Trenton.
Lindsay, John N., Jr.....	Trenton.
Mackenzie, Egbert G.....	Trenton.
Murphy, Edward T.....	Bath Beach, L. I.
Peace, Charles W.....	Port Norris.
Valentine, H. C. Roy.....	Ledgewood.
West, Edgar L.....	Hamilton Square.

#### A CLASS.

Camp, Charles W.....	Trenton.
Dechant, Harry G.....	Catawissa, Pa.
Hill, Thomas C.....	Trenton.
Kemp, Oliver.....	Trenton.
Lowenstein, Sol. A.....	Trenton.
Rittenhouse, Edward W.....	Lambertville.
Scott, Charles J.....	Trenton.

#### B CLASS.

Anderson R. Earle.....	Trenton.
Breese, James B.....	Trenton.
Carter, William.....	Fieldsborough.
Cochran, Lewis C.....	Newark.
Dahlgren, Winthrop.....	Trenton.
Hanson, Howard E.....	Trenton.
Hunt, Raymond.....	Stockton.
Hewitt, Charles C.....	Trenton.
Hilson, Hugh H.....	Trenton.
Jenkins, Weston, Jr.....	Trenton.
Kent, Morton M.....	Penn Valley, Pa.
Lawrence, Frank D.....	Trenton.

<u>Name</u>	<u>Residence</u>
MAY, LAWRENCE T. ....	Trenton.
MORSE, BENJAMIN E. ....	Trenton.
MURPHY, GEORGE C. ....	Trenton.
NICHOLS, FRANK B. ....	Port Norris.
SCHEFF, JOHN A. ....	Trenton.
SMITH, WILLIAM B. ....	Port Norris.
VAN DYKE, EDGAR C. ....	Stockton.

## C CLASS.

ALICE, LOUISE ..... ..	Trenton.
ALLEN, EMORY S. .... ..	Trenton.
BANDERMAN, CLARA G. ....	Trenton.
BELMONT, WILLIAM Y. ....	Trenton.
BIRCH, JOHN K. .... ..	Trenton.
BULLER, FRANK ..... ..	Lambertville.
CADY, JAMES F. .... ..	Trenton.
COCWAY, FRANK A. .... ..	Lambertville.
CRAFT, EDMUND ..... ..	Trenton.
DEMAREST, F. EDWARD ..... ..	New York, N. Y.
DUNNING, EDMUND S. .... ..	Trenton.
HILL, MABEL C. .... ..	Trenton.
HUSCHING, ARTHUR J. ....	Delaware, N. J.
JACKSON, RUSSELL J. .... ..	Trenton.
KATZENBACH, WELLING S. ....	Trenton.
KIRKPATRICK, JOHN ..... ..	Jamesburg.
PACKER, DONALD J. .... ..	Trenton.
ROEBLING, WASHINGTON A. ....	Trenton.
ROGERS, LAWRENCE H. .... ..	Trenton.
SANDS, JOSEPH H. .... ..	Trenton.
SPIESBURY, RAYMOND G. ....	Trenton.
STRETCH, ALBERT T. .... ..	Trenton.
WILSON, HARRY R. .... ..	Trenton.

## GRAMMAR SCHOOL DEPARTMENT.

## A CLASS.

Allen, Frank L. .... ..	Far Hills.
Bamford, Charles E. .... ..	Trenton.
Blackwell, William. .... ..	Titusville.
Bodine, Joseph L. .... ..	Trenton.
Burgess, Stewart ..... ..	Morrisville, Pa.
Cloke, Paul. .... ..	Trenton.
Cooley, Walter F. .... ..	Trenton Junction.
Delaney, George. .... ..	Trenton.
Farley, Marcus M. .... ..	Trenton.

# STATE NORMAL SCHOOL REPORT.

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Name.	Residence.
Gandy, Ferd.....	Trenton.
Gerke, Granson.....	Alpine.
Hewitt, Waldburg.....	Trenton.
Hurley, Michael.....	Trenton.
Jenkins, Donald .....	Trenton.
Katzenbach, Hall.....	Trenton.
Kennedy, Charles B.....	Trenton.
Kirkpatrick, David.....	Jamesburg.
MacCrellich, William H. ....	Trenton.
Martin, Chauncey F.....	Martinsville.
Martindale, William H.....	Trenton.
Miller, Edward M.....	Cape May City.
Oliphant, Orville D. ....	Trenton.
Pidcock, Robert B.....	Wilburtha.
Pitman, Earle .....	Trenton.
Randall, Lewis P. ....	Trenton.
Rue, John D.....	Dutch Neck.
Shangle, Fred.....	Dutch Neck.
Spilsbury, Persifor.....	Trenton.
Stokes, Robert J .....	Trenton.
Thomas, Albert H .....	Trenton.
Throp, Russell R.....	Trenton.
Whitehead, Russell. ....	Trenton.
Witte, Fred. C.....	Trenton.
Wright, Edward C.....	Trenton.

## B CLASS.

Baker, Fred. S.....	Trenton.
Baumgartner, Howard.....	Trenton.
Barwis, Harold S.....	Trenton.
Beasley, Carl.....	Trenton.
Biles, Harry S.....	Trenton.
Bogart, Elmer W.....	Trenton.
Brooks, John N.....	Trenton.
Bullock, Edwin.....	Trenton.
Dale, Ernest G.....	Trenton.
Dickinson, Sackett.....	Trenton.
Doyle, Arthur W. ....	Trenton.
Donnelly, Richard A.....	Trenton.
Gallagher, Thomas P.....	Trenton.
Green, Bayard M.....	Trenton.
Harrison, Isaac.....	Trenton.
Hillman, Le Roy A.....	Trenton.
Lee, Clarence .....	Trenton.
Lilly, William.....	Lambertville.



Name.	Residence.
Morgan, Harry Le Roy.....	Trenton.
Murphy, Daniel.....	Trenton.
Phillips, William.....	Cape May City.
Randolph, Le Roy.....	Gloucester.
Schenck, John G.....	Princeton.
Tams, Thomas.....	Trenton.
Taylor, Bryan A.....	Lambertville.
Tompkins, Vinton.....	Trenton.
Watson, John C.....	Trenton.
Westervelt, Horace.....	Newark.

## C CLASS.

Bamper, Theodore.....	Waldwick.
Bechtel, Fred. V. ....	Trenton.
Binder, Walter J.....	Trenton.
Burr, Herbert J.....	Hasbrouck Heights.
Cook, Elliott D.....	Trenton.
Covert, William.....	Trenton.
Hays, James L.....	Trenton.
Howell, Fred. A. ....	Trenton.
Mackenzie, Harold.....	Trenton.
Mordel, Fred.....	Trenton.
Morse, Louis C.....	Trenton.
Murphy, William .....	Trenton.
Pearson, George L.....	Trenton.
Phillips, James .....	Trenton.
Phillips, Raymond.....	Trenton.
Schulze, Carl E .....	Trenton.
Scudder, Darcy H.....	Trenton.
Tallman, James.....	Columbus.
Van Cleef, John.....	Millstone.
Whitehead, Richard R.....	Trenton.
Williams, Thomas.....	Trenton.
Wright, Irving L.....	Trenton.

## D CLASS.

Bacon, Willie.....	Trenton.
Beasley, Jeffries J .....	Trenton.
Burke, Louis L .....	Trenton.
Clark, Earle S .....	Trenton.
Combs, John.....	Trenton.
Condict, James P.....	Trenton.
Dunham, John S.....	Trenton.
Eccles, Warren.....	Trenton.
Germain, Leon.....	Trenton.

## STATE NORMAL SCHOOL REPORT.

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Name.	Residence.
Grant, Wm. H., Jr .....	Trenton.
Lanning, Kenneth H.....	Trenton.
Mountford, Fred .....	Trenton.
Myers, Mercer C.....	Trenton.
Nelson, Wade H.....	Trenton.
Simmons, Willard.....	Trenton.
Skellenger, Henry B.....	Trenton.
Thomas, George H.....	Trenton.
Voorhees, Harris W.....	Trenton.
Whitehead, Charles E.....	Trenton.
Wood, Trumbull I.....	Trenton.

### PRIMARY DEPARTMENT.

#### FOURTH YEAR.

Aitkin, Austin King.....	Trenton.
Brock, Howard P.....	Trenton.
Burd, Harry W.....	Trenton.
Clark, John S .....	Trenton.
Crook, Thos. F.....	Trenton.
Fort, Clifford W .....	Trenton.
Farley, Le Roy W .....	Trenton.
Garcin, Fred. R.....	Trenton.
Hooper, John J.....	Trenton.
Hutchinson, Chas. P .....	Trenton.
Levy, C. Harold.....	Trenton.
Neale, C. Ewing.....	Trenton.
Oliphant, Ross G.....	Trenton.
Oliphant, Duncan.....	Trenton.
Oliphant, Alfred D .....	Trenton.
Prior, Walter W.....	Trenton.
Rogers, Amos, Jr.....	Trenton.
Scudder, John M.....	Trenton.
Stokes, Joseph.....	Trenton.
Tams, Blaine.....	Trenton.
Wood, Rushmore.. .....	Trenton.
Yard, George B.....	Trenton.

#### THIRD YEAR.

Brenneman, Henry.....	Trenton.
Bullock, William E.....	Trenton.
Cook, Roscoe K.....	Trenton.
Crossley, Bernard.....	Trenton.
Harper, Frank W.....	Morrisville, Pa.

Name.	Residence.
Howell, Marven.....	Trenton.
Leavitt, Fred.....	Trenton.
Leonard, Veader N.....	Trenton.
Lloyd, George B.....	Trenton.
Manning, Alex. L.....	Trenton.
May, Jerome F.....	Trenton.
Martindale, Hugh.....	Trenton.
Moses, John, Jr.....	Trenton.
Mumper, Heulings.....	Trenton.
Pope, Stanley L.....	Trenton.
Spilsbury, Hugh .....	Trenton.
Tams, Raymond.....	Trenton.
Travers, Morris.....	Trenton.
Yard, A. Townsend.....	Trenton.

## SECOND YEAR.

Cloke, Philip.....	Trenton.
Dolton, William.....	Trenton.
Howell, Raymond.....	Trenton.
Lanning, Robt. S.....	Trenton.
Lee, Howard A.....	Trenton.
Mackenzie, J. Duncan.....	Trenton.
Miller, Bertrand F.....	Trenton.
Noble, William.....	Trenton.
Oliphant, Donald C.....	Trenton.
Parker, Jack K.....	Trenton.
Roberts, Lloyd M.....	Trenton.
Rogers, Alvin.....	Trenton.
Schauf, David J.....	Trenton.
Stockton, Richard.....	Trenton.
Travers, Lewis.....	Trenton.
Walsh, Willie J.....	Trenton.
Willets, Henry G.....	Trenton.
Williamson, William.....	Trenton.
Whitehead, Belville.....	Trenton.

## FIRST YEAR.

Boyle, Raymond.....	Trenton.
Cantwell, Frank.....	Trenton.
Clayton, Arthur.....	Trenton.
Dolton, Edward R.....	Trenton.
Donnelly, Arthur.....	Trenton.
Fischer, Otto.....	Trenton.
Foster, Fred. M.....	Trenton.
Foster, William.....	Trenton.

# STATE NORMAL SCHOOL REPORT.

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Name.	Residence.
Forst, D. Parry..	Trenton.
Jones, Strother W.....	Trenton.
Marshall, Harry.....	Trenton.
Murray, J. Cornell.....	Trenton.
Oliphant, F. G. Morgan.....	Trenton.
Orr, W. Harry.....	Trenton.
Togers, Harold.....	Trenton.
Tue, Charlie D.....	Trenton.
Wickel, Harrington.....	Trenton.
Wams, James E. ....	Trenton.
Watson, Willie .....	Trenton.
Whitehead, Beasley.....	Trenton.
Whitehead, Gardner.....	Trenton.

## SUMMARY.

Whole number enrolled during the year.....	244
Number enrolled the First Quarter.....	235
Number enrolled the Second Quarter .....	238
Number enrolled the Third Quarter.....	229
Number enrolled the Fourth Quarter.....	219
Average number enrolled per quarter.....	229

## HIGH SCHOOL DEPARTMENT.

### Females.

#### POST-GRADUATES.

Name.	Residence.
Coleman, Mary A.....	Trenton.
Crisp, Catherine B .....	Trenton.
Dixon, Marion .....	Trenton.
Taylor, Lucie C .....	Morrisville, Pa.
Thomas, Mary L.....	Trenton.
Woodruff, Ida W.....	Trenton.

#### SENIOR CLASS.

Berry, Mary E.....	Trenton.
Curtis, Ethel E.....	Trenton.
Earl, Florence A.....	Elizabeth.
La Rue, Elizabeth E.....	Trenton.
Scott, Alice C.....	Trenton.
White, E. Florence.....	Tullytown, Pa.
Wood, Mary R.....	Trenton.

## A CLASS.

Name.	Residence.
Bodine, Elizabeth D.....	Trenton.
Bruen, Harriet D.....	Rockaway.
Brunyate, Josephine K.....	Millville.
Compton, Mabel .....	Mauricetown.
Fisk, Elizabeth C.....	Trenton.
Green, Lucile.....	Trenton.
Hixson, Laura Bell.....	Elizabeth.
Jones, Mary Emma.....	Rockaway.
MacCrellish, Elizabeth .....	Trenton.
Moore, Maude W.....	Trenton.
Payran, Olivia .....	Trenton.
Raymond, Clare S .....	Lawrenceville.
Rogers, Ada May.....	Trenton.
Wetherby, Gertrude.....	Millville.
White, Sarah M.....	Penn Valley, Pa.
Vandewater, Elsie R .....	Trenton.

## B CLASS.

Crossley, Alicia B.....	Fieldsborough.
Edmunds, Margaret.....	Trenton.
Ege, Mary H. ....	Hopewell.
Elvin, Lucile. ....	Bridgeport.
Farr, Emily H.....	Lawrenceville.
Glover, Sophie D.....	Trenton.
Heinsheimer, Mabelle .....	Newark.
Hendrickson, Clara May .....	Trenton.
Howell, Agnes W.....	Trenton Junction.
Howell, Mary W. ....	Lawrenceville.
Howell, Thirza A.....	Morrisville, Pa.
Lawrence, Emily .....	Hulmeville, Pa.
MacCrellish, Belle.....	Trenton.
Packer, Maretha M.....	Trenton.
Phillips, Etta K.....	Hopewell.
Roberts, Grace B.....	Camden.
Scudder, Emma M ..	Trenton.
Smock, Clara B.....	Trenton.

## C CLASS.

Arend, Christina M.....	Trenton.
Arrison, Lulu.....	Clinton.
Bingham, Marie Louise.....	New York, N. Y.
Burgess, Clara G .....	Morrisville, Pa.
Butler, Bertha M.....	Beach Haven.
Colyer, Helen Rose.....	Newark.

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Name.	Residence.
Coleman, Helen U.....	Trenton.
Conover, Irma G.....	New York, N. Y.
Davison, Mary E. ....	Jamesburg.
Dilks, Clara G.....	Princeton.
Griggs, S. Jeannette.....	Franklin Park.
Howell, Bessie.....	Lawrenceville.
Johnston, Fannie H.....	Trenton.
Lake, Mary L.....	Trenton.
Lowenstein, Hortense.....	Trenton.
Martinette, Louise M.....	Trenton.
Matlack, Belle .....	Trenton.
McCullough, Florence.....	Trenton.
Moore, Edith.....	Trenton.
Moorhouse, Emma.....	Trenton.
Morris, Fannie.....	Trenton.
Pursell, Gertrude A.....	Yardley, Pa.
Quigley, Florence.....	Trenton.
Rankin, Isabel.....	Manasquan.
Robson, Eva D.....	Trenton.
Rouse, Etta L .....	Lawrenceville.
Schweizer, Hettie.....	Trenton.
Shepherd, Genevieve.....	Trenton.
Skillman, Ethel T .....	Trenton.
Smith, Mary H.....	Spring Lake.
Strait, S. Agnes.....	Rockaway.
Summers, Rachel.....	Trenton.
Tilton, Abigail W.....	Jacobstown.
Titus, Leila R.....	Trenton.
Titus, Louisa D.....	Morrisville, Pa.
Wallis, Freda L. E.....	Trenton.
Whitehead, Bertha H.....	Trenton.
Witte, Mabel.....	Trenton.

## GRAMMAR SCHOOL DEPARTMENT.

### A CLASS.

Allen, Bertha.....	Trenton.
Backus, Maud.....	Trenton.
Beasley, Catherine A.....	Trenton.
Berry, Madeline T .....	Trenton.
Buckman, Mabel.....	Penn Valley, Pa.
Cook, Ella B.....	Trenton.
Curtis, Mary R.....	Trenton.
Davis, Jeanette .....	White House Station.
Dobbins, Florence E .....	Trenton.

Name.	Residence.
Donnelly, Susie C.....	Trenton.
Dye, Helen.....	Trenton.
Garrison, Frances E.....	Cranbury.
Graham, Jeanne E. ....	Point Pleasant.
Hall, Katherine J.....	Trenton.
Hilson, Marie L. H. ....	Trenton.
Hughes, Sallie Z.....	Hughesville.
Maddock, Martha.....	Trenton.
May, Cassandra.....	Trenton.
McCain, Elsie.....	Trenton.
McDowell, Edith M.....	Jamesburg.
Morse, Grace P.....	Prospect Plains.
Mull, Nellie.....	Morrisville, Pa.
Patterson, Hattie.....	Chapel Hill.
Scott, Anna T.....	Trenton.
Scovel, Emily.....	Bordentown.
Scudder, M. Louise.....	Trenton.
Skirm, Bessie P. ....	Trenton.
Sterling, Bertha.....	Penns Manor, Pa.
Straub, Lottie A.....	South Amboy.
Stull, Julia C.....	Trenton.
Tappan, Annie M.....	Plainfield.
Walker, Meta L.....	Trenton.
Whitehead, Stella L.....	Trenton.
Woolman, Jennie H.....	Crosswicks.
Wright, Florence T.....	Trenton.
Yard, Clara M.....	Trenton.
Young, Marion L.....	Trenton.

## B CLASS.

Agnew, Olive.....	Titusville.
Allen, Bertha C.....	Trenton.
Applegate, Ada M.....	Lawrenceville.
Armstrong, Hattie B.....	Yardville.
Blauth, Mary W.....	Trenton.
Bremhall, Ada V.....	Park Ridge.
Burd, Lucy.....	Trenton.
Burke, Marjorie T.....	Stoutsburg.
Campbell, Fannie C.....	Trenton.
Cook, Blanche.....	Mt. Ephraim.
Crampton, Leonora.....	Bayonne.
Crawford, Annie V.....	Trenton.
Curtis, Janet F.....	Trenton.
Daniels, Ada L.....	Burlington.
Dean, Isabel L.....	Mahopac Falls, N. Y.

De Cou, Edith B .....	Trenton.
De Mott, Harriette.....	Flemington.
Deutz, Alice J .....	Trenton.
Donahoe, Mary J. ....	Trenton.
Donlon, Frances M. ....	Trenton.
Dunham, Martha.....	Larger Cross-Roads.
Ely, Jessie N.....	Lambertville.
English, Margaret S.....	Trenton.
Evans, Ella S.....	Trenton.
Fletcher, Ethel M.....	Trenton.
Haas, Anna.....	Hamilton Township.
Herbert, Katheryn C.....	Chesterfield.
Herron, Rose M.....	Bordentown.
Hoagland, Katheryn.....	Flemington.
Hudnut, Florence E.....	Trenton.
Jamison, Anna.....	Trenton.
Knowles, Edna.....	Trenton.
Lee, Emma R.....	Trenton.
Livingstone, Edith B.....	Passaic.
Macpherson, Helen.....	Trenton.
Magowan, Allene.....	Trenton.
Magowan, Orilla.....	Trenton.
Maher, Nellie.....	Harrison.
Marlatt, Elizabeth.....	Orange.
Mason, Ada B .....	Slackwood.
May, Edna M.....	Trenton.
McGuigen, Lucretia.....	Trenton.
Miller, Estelle.....	Milford.
Morse, Bessie.....	Prospect Plains.
Myers, Hazel F.....	Trenton.
Noble, Cornelia S.....	Trenton.
Pullen, Jennie S.....	Trenton.
Randall, Florence.....	River Edge.
Riddle, Ella.....	Asbury.
Rise, Edyth R.....	Marlboro.
Robbins, Lily.....	Florence.
Schmidt, Lena.....	Brooklyn, N. Y.
Shull, Aseneth A.....	Tullytown, Pa.
Skillman, Addie V. D.....	Trenton.
Stout, Edith R.....	Trenton.
Stover, Miriam.....	Carversville, Pa.
Stover, Ray E.....	Carversville, Pa.
Tams, Eugenia M.....	Trenton.
Tantum, Margaret.....	Trenton.
Trier, Lulu.....	Trenton.
Voorhis, Lida E.....	River Edge.



Name.	Residence.
Wallington, Lizzie.....	Trenton.
Watson, Ethel.....	Trenton.
Walters, Mary.....	Trenton.
Waterman, Grace R. ....	Hickory Grove, Pa.
Westervelt, Elsie.....	Newark.
Williams, Blanche.....	Trenton.
Wright, Emma J.....	Trenton.
Wright, Viola M.....	Centreton.

## C CLASS.

Acock, Bertha S.....	Trenton.
Aitkin, Margaret E.....	Trenton.
Alpaugh, Margery S.....	Trenton.
Baldwin, Mabel.....	Trenton.
Beal, Ethel P.....	Trenton.
Bergen, Lillian .....	Somerville.
Brian, Lillian.....	Trenton.
Britton, Margaret .....	Trenton.
Byrnes, Katie E.....	Trenton.
Clark, May M .....	Trenton.
Cornew, Ethel M.....	Morrisville, Pa.
English, Helen S.....	Trenton.
Fine, Elizabeth.. .....	Trenton.
Forst, Vera.....	Trenton.
Fritz, Cecilia B.....	Trenton.
Gerity, Mary.....	Trenton.
Johnson, Bertha S.....	Trenton.
King, Sarah A.....	Trenton.
MacCrellish, Jennie M.....	Trenton.
Malley, Margaret E.....	Trenton.
Moore, Mary S.....	Trenton.
Mount, Sara W .....	Hamilton Square.
Nelson, Ada B.....	Neshanic.
Pierson, Charlotte .....	Trenton.
Roberts, Marion G.....	Trenton.
Rusling, Emily W.....	Trenton.
Shreve, Ada L .....	Trenton.
Skillman, Josephine.....	Trenton.
Smith, Margaret E.....	Dayton.
Waterman, Nellie R.....	Trenton.
Willetts, Elizabeth.....	Trenton.

## D CLASS.

Alpaugh, Emily H.....	Trenton.
Atchley, Florence.....	Ewingville.
Carr, Julia.....	Trenton.

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Name.	Residence.
Cresse, Hannah C .....	Trenton.
De Cou, Emily H.....	Trenton.
Durnell, Julia M.....	Philadelphia, Pa.
Edmunds, Katherine.....	Trenton.
Harper, Elmira E.....	Morrisville, Pa.
Hilson, Sue E.....	Trenton.
Hooper, May E.....	Trenton.
Johnson, Edna .....	Kingston.
Levy, Helen R.....	Trenton.
Loveland, Maude.....	Trenton.
Macpherson, Georgia .....	Trenton.
Meyrick, Emily.....	Princeton.
Pitman, Adeleane.....	Trenton.
Reeves, Helen W.....	Trenton.
Robbins, Susie B.....	Trenton.
Strong, Leila.....	Arkansas City, Kan.
Vanartsdalen, Charlotte.....	Titusville.
Wilson, Helen M.....	Trenton.
Witte, Frances J .....	Trenton.
Wood, Anna K.....	Trenton.

## PRIMARY DEPARTMENT.

### FOURTH YEAR.

Apgar, Mildred H.....	Trenton.
Beasley, Emily H.....	Trenton.
Britton, Ramona J.....	Trenton.
Clemmer, Lizzie.....	Trenton.
Curtis, Elizabeth F.....	Trenton.
Doyle, Mary C.....	Trenton.
Foote, Ethelwynne R.....	Trenton.
Holl, Ethel T.....	Trenton.
Hooper, Maude W.....	Trenton.
Kennedy, Margaret B.....	Trenton.
Lee, Mabel J.....	Trenton.
Middleton, Hannah L.....	Trenton.
Mumper, Alice H.....	Trenton.
Pope, Lottie M.....	Trenton.
Stapler, Helen.....	Trenton.
Stokes, Caroline.....	Trenton.
Throp, Ethel N.....	Trenton.
Tompkins, Dorothy T.....	Trenton.
White, Mary E.....	Trenton.
Willetts, Susan Y.....	Trenton.

## THIRD YEAR.

Name.	Residence.
Barneman, Edna M.....	Trenton.
Bowne, Alice R.....	Trenton.
Boyle, Frances A.....	Trenton.
Boyle, Ruth J.....	Trenton.
Buchanan, Isabel..	Trenton.
Cantwell, Alice.....	Trenton.
Case, Ida M.....	Trenton.
Cromwell, Louisa.....	Orange.
Dye, Florence.....	Trenton.
Eccles, Stella.....	Trenton.
Edmunds, Mary.....	Trenton.
Ellis, Marjory M. ....	Trenton.
Green, Helen L.....	Trenton.
Hendrickson, Elizabeth R.....	Trenton.
MacCrellish, Margaret.....	Trenton.
Macpherson, Elizabeth C.....	Trenton.
Macpherson, Lydia B.....	Trenton.
Poole, Hazel B.....	Trenton.
Stapler, Adele.....	Trenton.
Stokes, Mary E.....	Trenton.
West, Jeannette.....	Trenton.

## SECOND YEAR.

Apgar, Anna M.....	Trenton.
Buchanan, Marion.....	Trenton.
Crozer, Ethel M.....	Trenton.
Fell, Mary.....	Trenton.
Garcin, Miriam.....	Trenton.
Gnichtel, Julia L. ....	Trenton.
Gordon, Frances.....	Trenton.
Green, Anna.....	Trenton.
Hill, Dorothy .....	Trenton.
Kelley, Maude R. ....	Trenton.
Outcalt, Edna.....	Trenton.
Rogers, Elsie J.....	Trenton.
Schaaf, Christine.....	Trenton.
Scudder, Elsie G.....	Trenton.
Skillman, Edna.....	Trenton.
Sweeney, Marguerite .....	Trenton.

## FIRST YEAR.

Alpaugh, Katherine.....	Trenton.
Baker, Julia .....	Trenton.
Barclay, Helen.....	Trenton.

# STATE NORMAL SCHOOL REPORT.

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Name.	Residence.
Britton, Virginia.....	Trenton.
Buchanan, Mary .....	Trenton.
Fitzcharles, Janet.....	Trenton.
Fletcher, Grace .....	Trenton.
Fort, Ada.....	Trenton.
Hanser, Elizabeth .....	Trenton.
Hanser, Frances .....	Trenton.
Maddock, Sarah R .....	Trenton.
Moore, Margaret.....	Trenton.
Quin, Isabel.....	Trenton.
Stull, Gladys .....	Trenton.
Whittlesey, Olga.....	Trenton.

## SUMMARY.

Whole number enrolled during the year .....	818
Number enrolled the First Quarter.....	297
“ “ “ Second Quarter .....	287
“ “ “ Third Quarter .....	268
“ “ “ Fourth Quarter .....	254
Average number enrolled per quarter.....	277



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# MANUAL.

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(77)



## NORMAL SCHOOL FACULTY.

---

JAMES M. GREEN, PH.D., PRINCIPAL.

---

AUSTIN C. APGAR, VICE PRINCIPAL,  
*Instructor in Botany and Zoology.*

---

WILLIAM N. MUMPER, PH.D.,  
*Instructor in Physics and Chemistry.*

---

AMELIA COOPER HEWITT,  
*Instructor in Chemistry.*

---

MRS. PHEBE E. DINSMORE,  
*Preceptress Girls' Hall.*

---

HARRIETT BOYER,  
*Associate Preceptress.*

---

EDITH M. LUTHER, M.A.,  
*Instructor in English.*

---

DICKERSON H. FARLEY,  
*Instructor in Penmanship and Bookkeeping.*



## STATE NORMAL SCHOOL REPORT.

ELIAS F. CARR, PH.D.,  
*Instructor in Higher Mathematics.*

---

MARY C. FIELD,  
*Instructor in Drawing.*

---

LEVI SEELEY, PH.D.,  
*Instructor in History and Science of Education*

---

KATE D. STOUT,  
*Training Teacher.*

---

LILLIE A. WILLIAMS,  
*Instructor in Psychology.*

---

CAROLINE McGUIRE,  
*Instructor in Reading and English.*

---

SARAH A. DYNES, PH.B.,  
*Instructor in History.*

---

SUSAN A. REILLY,  
*Instructor in Geography.*

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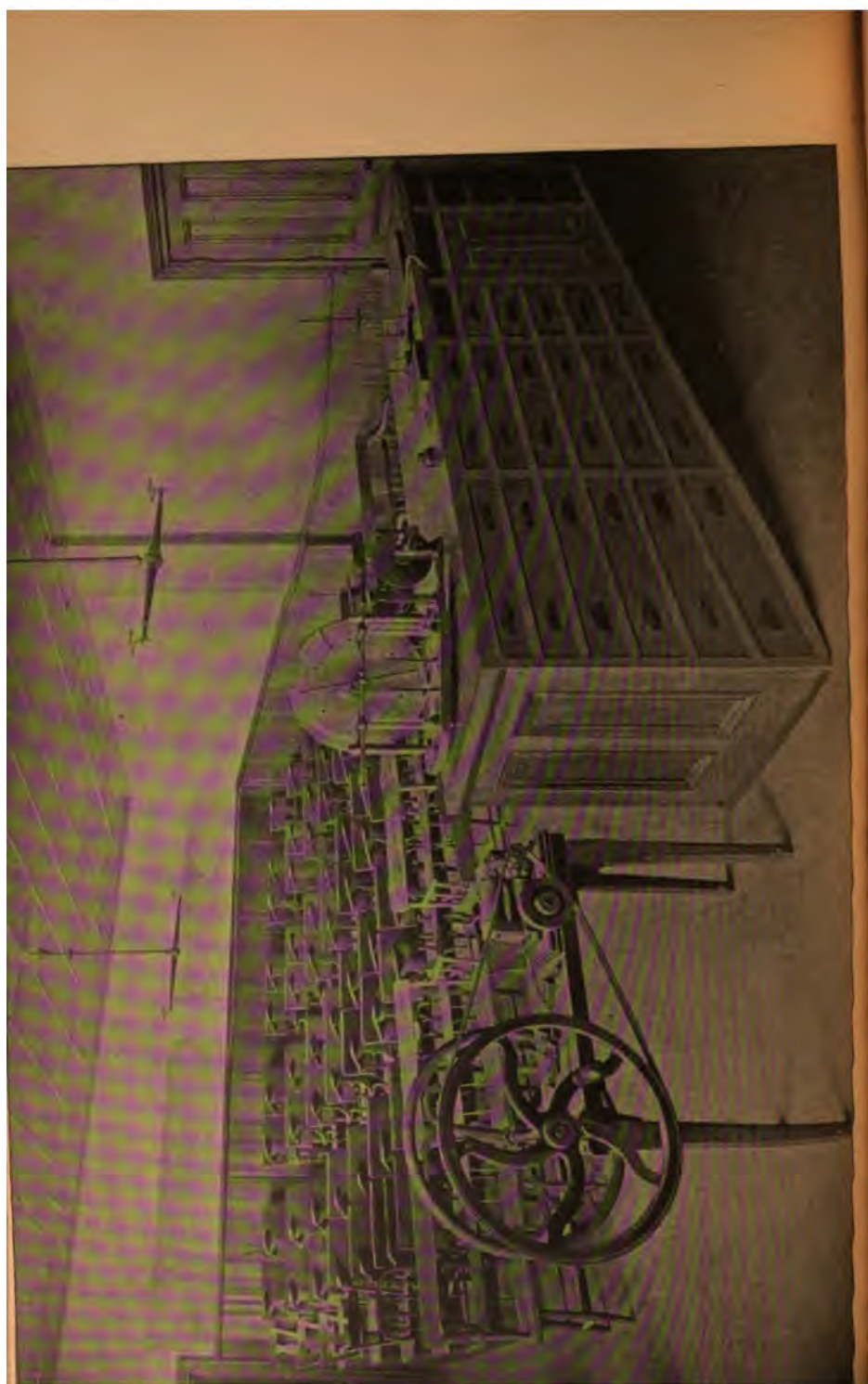
LAURA C. JOHNSON,  
*Instructor in Vocal Music.*

---

CHARLES S. SKILTON, B.A.,  
*Instructor in Piano and Theory.*

---





OTTO POLEMANN,  
*Instructor in Voice Culture.*

---

H. B. BOICE, M.D.,  
*Instructor in Physiology and Director in the Gymnasium.*

---

HARRIETT E. TRASK,  
*Instructor in Physical Training.*

---

CHARLES A. BURT, B.S.,  
*Instructor in Manual Training.*

---

FRANK H. SCOBAY.  
*Instructor in Algebra and Arithmetic.*

---

WM. J. MORRISON, B.S.,  
*Instructor in History and Arithmetic, and Preceptor in Boys' Hall.*

---

MARTHA F. NELSON,  
*Librarian.*



## MODEL SCHOOL FACULTY.

---

OLIVER C. MORDORF, M.A.,  
SUPERVISOR IN HIGH AND GRAMMAR DEPARTMENTS.  
*Instructor in Latin and Mathematics.*

---

SARAH Y. ELY,  
SUPERVISOR IN HIGH AND GRAMMAR DEPARTMENTS.  
*Instructor in Mathematics.*

---

GRACE A. WOOD,  
SUPERVISOR IN PRIMARY DEPARTMENT.  
*Instructor in D Grade.*

---

C. ERNEST DECHANT, B.A.,  
*Instructor in Mathematics.*

---

ELIZABETH B. JOHNSON,  
*Instructor in English.*

---

J. CLARENCE SMITH, B.A.,  
*Instructor in Latin and Greek.*

---

MELINA A. BOSWORTH,  
*Instructor in History and Literature.*

---

ALICE L. BREWSTER, B.A.,  
*Instructor in Literature and History.*

DICKERSON H. FARLEY,  
*Instructor in Penmanship and Bookkeeping.*

---

MARGARET B. PARKER,  
*Instructor in Drawing.*

---

M. LILLIAN NEWMAN,  
*Instructor in Geography.*

---

JOSEPHINE CARLL,  
*Instructor in Arithmetic.*

---

ALICE RROOKS,  
*Instructor in Vocal Music.*

---

ANNA B. BOCKÉE B.S.,  
*Instructor in German.*

---

BERCY A. HUMPHREY,  
*Instructor in Reading and Elementary Science.*

---

ISABELLA MACDERMOTT,  
*Instructor in Grammar D.*

---

ELEANOR S. BOICE,  
*Instructor in Grammar D.*

---

MERCY A. PEARSON,  
*Instructor in A Primary.*

---

LOUISE B. STRUBLE,  
*Instructor in B Primary.*

---

ETHEL C. KNODLE,  
*Instructor in C Primary.*

---

LUCIE J. LULL,  
*Instructor in French.*

---

SARAH R. BUDD, B.A.,  
*Instructor in Latin and English.*

---

CHARLES S. SKILTON, B.A.,  
*Instructor in Piano and Theory.*

---

OTTO POLEMANN,  
*Instructor in Voice Culture.*

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H. B. BOICE, M.D.,  
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*Instructor in Physical Training.*

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CHARLES A. BURT, B.S.,  
*Instructor in Manual Training.*





# THE NORMAL SCHOOL.

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## REGULATIONS.

### Conditions of Admission.

There cannot be more than six hundred students in the Normal School at one time.

Each county is entitled to at least six times as many students in the school as it has representatives in the Legislature. If the quota from any county is not full, additional students may be received from other counties.

If the number of applicants is larger than the number that can be received, preference will be given in the order of merit shown in the entrance conditions.

1. Applicants must be at least sixteen years of age, and of unquestionable moral character.

2. They must be in good bodily health, and able to sustain a good examination in Orthography, Reading, Arithmetic, Geography, Grammar and U. S. History.

3. They must, unless they prefer to pay tuition, declare their intention to teach in the public schools of this State for at least two years, by signing the following declaration and agreement: "The undersigned, having been admitted as pupils in the New Jersey State Normal School, hereby declare that it is their intention to engage in the employment of teachers in the public schools of this State for at least two years, and that their object in resorting to this school is the better to qualify themselves for that responsible duty. The undersigned also hereby agree to report themselves semi-annually, in writing, for the aforesaid period of two years, to the Principal of the State Normal School, in case they enjoy its privileges for one term or more."

Persons may be admitted without examination on presenting teachers' licenses, school diplomas or superintendents' certificates, testifying to their having completed, in a satisfactory manner, the following subjects, namely: Reading—The ability to read intelligently selections in prose and poetry from the best English authors. Orthography—Spelling with average correctness the words in common usage: Diacritical Marks. Penmanship—Writing a clear and legible hand. Arithmetic—Through Percentage with its most important applications, also Square Root. Geography—Elementary, Physical and Political of each of the Continents. English Grammar—Parts of

Speech, with their inflections and modifications: Analysis of sentences and short paragraphs: Punctuation. United States History—Important topics. Bookkeeping—Elementary forms of Single and Double Entry. Physiology and Hygiene—Elementary principles. Algebra—to Quadratics or Plane Geometry.

Graduates of High Schools on the "Approved List" are admitted to the second year of the course without examination, on presentation of their diplomas. All other applicants must be examined.

#### Examinations for Admission.

New classes begin in September and February.

It is especially desirable that candidates enter at the beginning of a term. Examinations for admission are held on the first three days of each term—Arithmetic and Grammar on the first day, Geography and History on the second, and any other subjects on the third.

Persons desiring to enter the Normal School after the date of the opening of the regular examinations for admission, can do so only on condition of having a date of entrance fixed by the Principal, and paying the sum of five dollars for the special examination. Not more than two dates for special examinations will be fixed during any one term of five months.

The examinations are conducted by the faculty, and are in writing. A general average of seventy per cent. is required for admission. Applicants for the B grade are examined in Orthography; Reading; Practical Arithmetic, equivalent to the average Grammar School Arithmetic; Geography, Natural Features, General Physical and Political Facts of the Continents and the United States; Grammar, Parts of Speech, Simple Analysis and Parsing; History, American Colonial History to the close of the Revolutionary War, discussing:

(a) Motives of the leading European nations for making explorations in America, and the claims of each during the sixteenth and seventeenth centuries.

(b) The causes for the long struggle between England and France for mastery in the New World, and the effect of that struggle on our history.

(c) The various methods of founding colonies in the New World.

(d) The social and political life of the colonies as related to the causes of the Revolutionary War.

(e) A general view of the plans of the Revolution rather than detailed accounts of battles.

Applicants for any advanced standing in the course must, in the work preceding that point, pass such an examination as will warrant the faculty in certifying that they are prepared to teach up to that point.





### Method.

The teaching in the Normal is professional so far as circumstances will permit. The students are instructed not only in the theory of teaching, but also in the application of the theory to the common school branches. This instruction involves a thorough knowledge of the common school branches, a knowledge of mind, and a knowledge of how to present subject-matter so as to conform to the various stages of mental development.

To promote this threefold knowledge, the academic side of the work is planned, so far as practicable, as it should be in a regular academic school, the reason for this particular plan given, this reason involving method.

In English Grammar the student is asked from the beginning to take the teacher's point of view. With a mastery of the fundamental principles of Grammar as a basis, he is shown how the rules and definitions may be developed from an observation of the facts of language. Attention is paid to the logical dependence of one subject upon another, and to the application of the method of teaching to elementary and advanced work in Grammar. In addition to this, connected work in composition is required, in which the student masters the elementary principles of exposition, narration, description and informal debate.

In Psychology, the aim is to study, as far as the present stage of our knowledge will permit, the development of the child, connecting constantly the physical with the mental. Personal observation of children on the part of the students, supplemented by reminiscences of their own childhood, and by reading the many valuable studies of children made by specialists in recent years, is made the basis of the work. The instincts and impulses of the child receive special attention, care being taken to connect these with his stage of growth, and to point out how often these are evanescent. The characteristics of childish attention—remembering, thinking—are studied in the same way. Constant application of the facts discovered to the work of teaching is made. Pains are taken to secure on the part of the students openness of mind; some understanding of the vastness of the work yet to be done, and of the necessity of carefully distinguishing the hypothetical from the established.

The aim of the work in history is to make students questioners and investigators rather than mere passive recipients. Several lessons are devoted to a discussion of how history is written at the present day. The meaning and comparative value of sources, authorities, and second and third-rate histories are made clear at the outset. In each topic under discussion students are held responsible, not only for the facts, but for how they know these are the facts; what authority or authorities vouch for the truth of these facts; how these facts are related to this former set of facts. Students are given practice in using the library from the first stage of the work for the daily recitation work. In addition to this each student is required to hand in a written report on an assigned topic which shall necessitate his consulting every work in the library which treats of the

topic. This is to give practice in research work. The report, when finished, must include a complete bibliography of all authorities, sources and second and third-rate histories consulted. It must also include a logical outline of the entire subject-matter and a narrative or discussion expressing in clear, forcible English what the writer has learned by this research work.

SARAH A. DYNES.

Arithmetic is made prominent in its analytical, synthetical and comparative functions. The method pursued looks to the development of rules by close reasoning upon the given data. The *why*, rather than the *how*, is made of paramount importance. Special attention is given to method in primary work.

In Algebra, stress is laid upon the logical arrangement of subject-matter, proposition, corollary, scolium, &c., being clearly discriminated. The aim is to train the mind to methods of reasoning rather than in mere methods of operating.

In Geometry the student is placed within the field of discovery, and, with a reasonable amount of suggestions, is asked to find out for himself the consecutive steps on the road to his conclusion.

In Geography the aim is to form in the mind of the student a good picture of the relief of a country, and make that picture the basis of his geographical conclusions.

In the Natural Sciences students are called upon to perform the experiments themselves, rather than merely witness them performed by the instructor.

The work in Drawing is related not only to the essentials in art, but also in industries.

In Elocution, attention is given not simply to correct enunciation, articulation, interpretation, &c., but also to correct bearing and manner.

In Penmanship, movement precedes form in the early instruction.

In Theory and Practice, and in the History and Science of Education, great care is given to the comparison of methods, not only in teaching, but also in school organization and government.

In Physical Training the basis is special work and instruction in hygiene for the individual, depending on the student's physical history and on such a physical examination as is necessary to prescribe for individual needs. In general, the work is hygienic, educative and technical.

The primary object is, by regular general exercises, to promote as far as may be the student's own health, that mental power may be at the maximum. These exercises are, secondly, of a nature to improve the carriage and physique and to make the body the ready servant of the will. The agents relied upon are military marching, exercises including Swedish work, exercises with light dumb-bells, wands, Indian clubs and chest weights. Finally, the intention is to give the student a certain amount of drill in exercises which can be used in schools where appliances are not at hand, the bearing of these exercises upon the health, physique and bodily control being brought out during the course in Theory of Physical Training.

In Manual Training the aim is to develop the inventive, constructive and executive powers of the mind, and train the eye and hand. The student is taught the use of tools and their care, the nature of woods, their strength and treatment, the elementary principles of construction, finishing, &c. One feature of the application of these principles is made in constructing apparatus in the department of Natural Sciences.

### Course of Study.

The Course of Study for the Normal School extends through three years of two terms each. The work of the first year is formative in character, designed for such students as have been over it, but not in the thorough and disciplinary manner necessary to those who are to be teachers. While the work of this year cannot be said to be strictly professional, it is made necessary by the conditions of our State, and being taught by the regular Normal teachers, it becomes in a peculiar way preparatory to the strictly professional work of the years to follow.

The work of the second and third years is strictly professional. While Arithmetic, Grammar, Geography, United States History, &c., are again taken up in these years, they are considered fundamentally, in the light of method, or how to teach.

While in presenting the method in some of the higher branches more connected and extended attention is given to the text-matter than is given in some of the lower branches, owing to the former's having been less taught elsewhere, yet the "how to teach" is kept constantly present to the mind.

The professional subjects—Psychology, History of Education, Theory and Practice and Science of Education—are pursued, accompanied by Practice Teaching, extending over two years.

The Practice Teaching is so arranged that experience in teaching is given to each student in each of the common branches. This experience consists in observing the regular teacher, preparing plans for teaching subject to the approval of the critic teacher, and actually teaching, both in the presence and absence of the regular teacher.

The following are the studies of the respective years. In each branch there are five forty-minute recitations per week, or the equivalent. Each study extends through the year, unless otherwise specified:

### B.

Geography.

Grammar, with Composition.

Practical Arithmetic.

United States History, with Constitution.

Penmanship and Bookkeeping.

Industrial Drawing and Vocal Music, each the equivalent of one term.

Elocution, with Orthography and Declamation.



## A.

Psychology. History of Education, one term.  
 Methods in the Elementary Branches.  
 Practice, one term.  
 Zoology, one term.  
 Botany, one term.  
 Algebra. Drawing. Rhetoric, one term.  
 Manual Training.

## SENIOR.

Elementary Physics.  
 Elementary Chemistry.  
 Geometry, first five books.  
 Literature, one term.  
 Outline History, one term.  
 Theory and Practice, one term.  
 Science of Education, one term.  
 Practice Teaching, two periods a day.  
 Physical Training, throughout the course.

The Principal is authorized to exercise the rule of equivalents to favor anyone desiring to be a specialist in any line of work.

## Diploma.

The diploma of the institution, a Normal Life certificate for teaching, is, upon graduation, awarded to all pupils who have given satisfactory evidence, in the Practice Teaching, of their ability, both in teaching and disciplining.

## Model Course of Study.

The Model Course of Study ranges from kindergarten work to preparation for college, business or the drawing-room. Students can, by the passing of a satisfactory examination on the preceding work, enter any grade, and at any time of the year, though it is desirable that they enter at the beginning. The course is divided into three departments—the Primary, extending over four years; the Grammar, extending over four years, and the High School, extending over four years.

The effort in the Model is to make the work of the most approved character, that it may serve as a pattern to the Normal pupils, as was the intent of its founders.

The subject-matter is first presented in the concrete and then graded off toward the abstract, as the development of the pupil will permit.

The observation lessons aim, by the use of familiar objects, to start the pupils in a train of collection and observation that will prepare the way and lead up to the formal study of the Natural Sciences.

The work of the Primary Course, though printed quite fully, is yet suggestive. This work adopts the principles of the great educational reformers,

Comenius, Pestalozzi and Froebel; it places the idea before the representative of the idea, things before words. Numbers are taught before figures, which are otherwise meaningless characters. The idea is taught before the word or letter, these representatives being otherwise mere sounds and characters unaccompanied by any intelligence.

While this method does not lead the child quite as quickly as the old method to the use of letters and figures, in a given length of time he is found to have achieved much greater advancement in real knowledge and mental development.

The course in the Model may be said to represent the practice of which the Normal is the theory, the two working in harmony.

### Beginning Work.

Pupils entering the school for the first time are carefully tested as to their individual ability. If their conditions require it, they are given the fewer kindergarten forms. If they are too far developed for these forms, the work is arranged accordingly. But the kindergarten principle of the approach to the abstract through the concrete is maintained throughout. After the characters of number and reading are introduced, kindergarten songs, gifts and occupations are still found of interest to very many of the pupils. In short, the aim is to so adapt the work that in it the child finds the conditions of his own natural and best growth.

Promotions are made whenever the child appears to be ready for them. The work of the primary in the following arrangement is divided into years, but this division is merely suggestive. Periods would be a much better title for the division. The idea is simply to show the order of work after the kindergarten forms give place to the primary. It is put under years as a merely suggestive gauge. For the four primary years the work is arranged according to subjects. The work of the Grammar and High School departments is arranged under the years.

### Reading.

A student's success depends largely upon his power to get and give thought from books, hence a large proportion of time is given to reading in the primary, where the mechanical difficulties of this subject are so great.

In the first year, the script form on the blackboard is used in the beginning, but as soon as possible, guided by the children, print is introduced and both forms are used. The words selected for these blackboard lessons are determined by the language lessons at the time and by the first part of the first book to be used.

It is aimed to teach the sounds of the consonants and of the long and short vowels in the first year. As this work progresses, at the end of the fourth year the children should be able to pronounce most of the words of their lessons by applying their knowledge of phonics.

In order to gain fluency, sight-reading of easy matter, as the books of a

lower grade, or old words in new relations written or printed on slips, is a part of the work of all grades.

Silent reading followed by reproduction or by oral reading forms a frequent exercise. The children are trained to grasp only central thoughts, and by reading only once.

While it is recognized that reading and language help each other and must go hand in hand, yet it is the aim to spend the greater part of the reading period in actual oral reading, and to have only as much language work at that time as will help to secure good reading.

The books given in the lists below are not read in order necessarily, nor is all of some read at any time. In the early years the first half of all is read, and then the second half. In the third and fourth years, selections from such books as "Seaside and Wayside" are read when the interests of the children call for them.

It has been thought unnecessary to divide the work in the primary more definitely, as the lists of books guide in the selection of matter, and the course in language points out the character of reproduction that may be expected in a grade.

#### Books.

##### FIRST YEAR.

Cyr's Primer.

Stepping Stones to Literature—First Reader.

Inter-State Primer and First Reader.

Normal Course—First Reader.

##### SECOND YEAR.

Cyr's First Reader.

Stepping Stones to Literature—Second Reader.

Normal Course—Alternate Second Reader.

##### THIRD YEAR.

Cyr's Second Reader.

Stepping Stones to Literature—Third Reader.

Normal Course—Third Reader.

Seaside and Wayside—No. 1.

Little Flower Folks—Vol. 1.

Stories of Norse Gods and Heroes.

##### FOURTH YEAR.

Stepping Stones to Literature—Fourth Reader.

Harper's Third Reader.

Seaside and Wayside—No. 2.

Brooks and Brook Basins.

Seven Little Sisters.

Hans Andersen's Fairy Tales.

History Stories—Vol. 1, Mara Pratt.

**Language.****FIRST YEAR.***Oral.*

The subjects of conversational lessons are suggested by the nature lessons, the thought of the day, or the character of the season.

The purpose of such work is to help the child to talk readily and easily upon topics within his experience.

Familiar stories are retold by the children, the teacher suggesting only when the child falters for the next step, since the chief difficulty in such work is the sequence of events and the relation of parts.

Poems and songs which will enrich his life and his vocabulary, are learned.

Written work in this grade is the copying of carefully-written sentences, so that through imitation the child may unconsciously become familiar with word forms, with the principal uses of capitals, and with such marks of punctuation as the period and the interrogation point.

**SECOND YEAR.***Oral.*

Continue the conversational lessons on Nature, using as a basis for comparison the work of the preceding year.

The stories and poems resemble those used in the first year, the effort of the teacher being directed toward helping the child to more sustained effort.

*Written.*

The advance is chiefly in the power the child gains in *writing* short reproductions.

The simplest form of a note to father or mother may be introduced.

As the work requires it, the child is taught additional signs of punctuation and other uses of capitals.

**THIRD YEAR.***Oral.*

In this year the child is led in his conversational lessons to systematize his statements, aided in this work, toward the end of the year, by the *simplest* form of an outline.

The stories and poems should be more advanced, care being taken to adapt their length and difficulty to the child's powers to appreciate and reproduce.

*Written.*

The written reproductions are longer and are made a test of the pupil's power to reproduce with fewer suggestions on the part of the teacher.

More frequent opportunities for original work should be given in this year.

Letter-writing is made more formal, and more originality is shown in the body of the letter.

In connection with written work, occasion the use of capitals, punctuation, abbreviations, and the simplest forms of the possessive.

#### FOURTH YEAR.

##### *Oral.*

The Nature Study steadily progresses toward independence in observation and power of continued application.

The stories told and read are more complicated in plot, and should afford exercise for the reason and judgment.

The children tell original stories from pictures.

Poems from standard authors are read, reproduced, and sometimes learned.

##### *Written.*

The child now has the power to reproduce readily any material suggested by the teacher.

He improves his letter-writing and the composition of short stories, a fair command of English being the test of his power.

Ability to use correctly the general marks of punctuation, capitals and abbreviations should be mastered.

The frequent use of outline leads to a general knowledge of the nature of a paragraph.

##### *Nature Study.*

In using Nature Study as a basis for language two objects are kept in view; first and foremost, to awaken the child's interest in the life around him, and to help him to habits of observation that may be useful later in his study of science; second, to supply matter which will occasion the impulse to talk freely and naturally.

In this work the teacher avoids technical terms, and work in the structure of animals or plants, mindful of the fact that in these years the child is interested in studying many objects rather than in making an exhaustive study of any one object.

The lessons in these years should take the form of story and conversation.

In the selection of topics the teacher is guided largely by the season.

Illustrative Topics for Lessons:

##### *Winter—*

Animal life. Sheep.

Plant life. Evergreens.

Natural phenomena. Snow and frost.

Minerals. Coal.

Rather than to make the study of the same subject progressive from year to year, at the risk of repetition and loss of interest, it is thought better to vary the subject and relate the new to the old.





## Geography.

## FIRST AND SECOND YEARS.

## I. Preparation for map-reading,

## 1. Position.

- a. Practice in describing the relative position of familiar objects.
- b. Sketch maps of rooms or walls that are not before the eye at the time when the work is done.

## 2. Direction.

- a. Personal.
  - Right. Left.
  - Up. Down.
- b. Cardinal.
  - North. South.
  - East. West.
  - Midday line or local meridian.
- c. Horizon.
- d. Cardinal points.
- e. Compass.
- f. Semi-cardinal directions.

## 3. Distance.

- a. Idea of scale.
- b. Idea of "time" as a unit of measure in estimating distances.
- c. Practice in scale-drawing until the child can show the general space relations of all the ground he personally knows.

## II. Field work.

## 1. Basis for teaching cardinal directions.

- a. Sun.
  - a'. Path.
  - b'. Position of sun (1) in morning, (2) at noon, (3) in the evening.
- b. Shadows.
  - a'. Change in direction and length during the day.
  - b'. Time of the shortest shadow.

## 2. Physical features.

- a. Recognition of the fixed physical features of the neighborhood.
- b. Recognition of the forms of water on the earth, as dew, ice, &c.

## 3. Soil.

- a. Kinds.
- b. Effect of running water.
- c. Effect of rainfall.
- d. Effect of frost.
- e. Effect of growing plants and trees.
- f. Effect of fallen leaves.
- g. Effect of slope.



## 4. Weather.

- a. Naming winds according to direction, character and force.
- b. Name, position, quantity and motion of the different *forms of water in the air.*

The aim in this field work is to train the children to *see* when they look and *know* when they *see*.

## III. People.

1. Interest children in the human life around them.
  - a. Occupations.
  - b. Amusements.
  - c. Festivities.
2. Stories of the people of other lands.

## THIRD YEAR.

## I. Preparation for map-reading.

1. Position.
  - a. Study of a well-made map of a region which the children have explored.
  - b. Maps made from memory, by the children, of regions which they have traversed, using colors and conventionalized symbols.
2. Direction.
  - a. Sketch maps referred to the points of the compass.
  - b. Study of the city map.
  - c. How to find one's bearings in a strange town.
3. Distance.
  - a. Conception of "height" as a space element, beginning with the height of familiar objects, such as school building and trees, then proceeding gradually toward the more difficult conceptions of the height of hills and the relation of height to horizontal extent.

## II. Field Work.

1. Physical features.
  - a. The *meaning* of the physical features of the neighborhood.

By studying the *relation* that exists between the running water, wind, air, frost and the surface of the earth, the children are gradually led to appreciate the fact that every natural form has passed through a period of change or growth.

- b. Relationships considered :

Creek to rainfall.

Waste to creek.

Soil and rock waste to weathering.

Form, size and height of the hill to the combined influence of these activities in the past and in the future.

Width, depth and length of the valley is, &c.

## 2. Soil.

- a. Observations of the second year are continued.
- b. Formation and waste of soil.

## 3. Weather.

The work of the previous year is continued, keeping records and making comparisons.

## III. Features of the earth's surface beyond the range of observation.

By appealing to the constructive imagination the following features are taught as realities :

- 1. River, tributary, river-system, river basin and divides.
- 2. Mountain, mountain group, system, range, plateau and plain.
- 3. Desert, glacier, &c.

## IV. City of Trenton.

## 1. Facts.

## a. Idea of a city.

- a'. Distribution of population.
- b'. Business.
- c'. Places of interest.
- d'. Commercial routes.
- e'. Government.

## b. People.

- a'. General occupations.
- b'. Leading industries.
- c'. Interdependence of all classes.

## 2. Relationships.

- a. Location of the city to the surrounding physical conditions.
- b. The relation of the city to the surrounding country.
- c. The dependence of the occupations upon the general physical conditions, &c.

## FOURTH YEAR.

## I. The earth as a whole.

## 1. Form and size.

## 2. Conception of the earth in space.

## 3. Distribution of land and water.

- a. Land and water, eastern and western, northern and southern hemispheres.
- b. Continents and oceans.

## 4. Motions of the earth.

- a. Rotation.
- b. Revolution.

## 5. Effects of rotation.

- a. Day and night.
- b. Method of fixing position of places.
- a. Directions on the globe.
- b. Parallels and meridians.

**6. Zones.**

- a. How the earth is heated.
- b. How the boundaries are fixed.
- c. Characteristics of each zone.
  - a'. Seasons.
  - b'. Climate.
  - c'. Rainfall.
  - d'. Life.

**7. Atmosphere.**

- a. How the air is heated.
  - a'. Effect of mountains.
  - b'. Effect of clouds.
  - c'. Influence of the ocean and land on temperature of the air.
- b. Winds.
  - a'. Why winds blow.
  - b'. General circulation.
  - c'. Wind belts.
- c. Evaporation and condensation.

**II. Field Work.****1. Physical features.**

The work indicated in the third year is continued.

**2. Basis for teaching zones.**

- a. The temperature in the morning, at noon and in the evening is referred to the position of the sun.
- b. The change of season is associated with the variation in the length of day and night, and the variation in the path of the sun across the sky.
- c. The north and south movement of the sun at noon is observed and school records are kept so that the children can find the date of the highest and of the lowest position of the sun.
- d. The seasonal changes in the plants, animals and rainfall are recorded.

**3. Weather.**

The records and comparisons of the weather elements are continued, leading to simple generalizations which form the basis for the work on winds and climate.

**4. Soil.**

The observations of the third year are continued.

**III. Races.**

Very general and elementary work treating of the leading characteristics and the distribution of the different races.

## Number Work.

## FIRST YEAR.

Such analyses of numbers as will lead to a knowledge of fundamental facts.

## I. Number.

1. To be known at sight.
  - a. The number as a whole.
  - b. Additions of two numbers that make the number.
  - c. Subtractions.
  - d. Multiplications.
  - e. Divisions.
  - f. Partitions or fractional parts of numbers.
2. To be determined by calculation, and made readily.
  - a. Additions of more than two numbers.
  - b. Separation of numbers into more than two.
  - c. Comparisons of wholes.

## II. Notation.

Written expression of numbers and their facts as soon as number idea is gained.

## III. Fractions.

Halves, fourths, thirds.

1. Idea.
2. Applied to things.
3. Applied to numbers.

## IV. Measures.

1. Pint, quart, inch, foot, pound, as wholes. 1 quart = 2 pints.
2. Form and measurement.
  - a. Laying of splints to give idea of position, direction and geometric forms.
  - b. Drawing of lines representing position, direction and forms.
  - c. Measuring lines and perimeters of figures, using inch-stick or foot-rule as unit.
  - d. Apply facts of numbers and fractions.

Illustrative facts under (d)—

$$3 \text{ inches} + 3 \text{ inches} = 6 \text{ inches.}$$

$$6 \text{ inches} - 3 \text{ inches} = 3 \text{ inches.}$$

$$2 \times 3 \text{ inches} = 6 \text{ inches.}$$

$$6 \text{ inches} \div 3 \text{ inches} = 2 \text{ inches.}$$

$$\frac{1}{2} \text{ of } 6 \text{ inches} = 3 \text{ inches.}$$

## V. Mechanical or Figure Work.

Frequent drills.

Additions and subtractions may be taken in advance of multiplications and divisions.

## SECOND YEAR.

## I. Number.

Analysis of numbers necessary to a knowledge of fundamental facts.

## II. Notation.

1. Written expression accompanies development.
2. Gradually change expression of facts from sentence form to forms used in written arithmetic.

## III. Fractions.

1. Review halves, fourths and thirds, and teach expression.
  2. Advance to idea of sixths.
  3. Gain by calculation  $\frac{1}{2}$ ,  $\frac{2}{3}$  of numbers.
  4. Add fractions of same denominator, result not to exceed 1.
  5. Subtract fractions of same denominator, minuend not exceeding 1.
- Illustrative facts in fourths.

$$\begin{array}{rcl}
 1 & = & \frac{4}{4} \\
 \frac{1}{2} & = & \frac{2}{4} \\
 \frac{1}{4} + \frac{1}{4} & = & \frac{2}{4} \\
 \frac{1}{4} + \frac{2}{4} & = & \frac{3}{4} \\
 \frac{3}{4} + \frac{1}{4} & = & 1
 \end{array}
 \qquad
 \begin{array}{rcl}
 \frac{3}{4} - \frac{1}{4} & = & \frac{2}{4} \\
 \frac{3}{4} - \frac{2}{4} & = & \frac{1}{4} \\
 \frac{3}{4} - \frac{3}{4} & = & 0 \\
 \frac{4}{4} - \frac{3}{4} & = & \frac{1}{4}
 \end{array}$$

## IV. Measures.

1. Teach dime, half-dime, dozen, half-dozen, yard, year, gallon, &c.
2. Teach reduction facts within limits of numbers taught.
3. Form and measurement.
  - a. Laying of forms and determining perimeters.
  - b. Drawing of forms.
  - c. Measuring distances in inches, feet and yards.
  - d. Apply facts of numbers.
  - e. Apply fractions.
  - f. Folding rectangles and squares in square inches.
  - g. Apply facts of numbers.
  - h. Apply fractions.

## V. Mechanical or figure work. Give thorough drills in rapid figure work.

## THIRD YEAR.

## I. Number.

Analysis of numbers necessary to fundamental facts.

1. Additions and subtractions gained by calculation.
2. Multiplication facts taught. Multipliers not to exceed 12.
3. Division facts taught. Divisors not to exceed 12. Inexact divisions by calculation.
4. Partition facts taught.

## II. Notation.

1. Notation developed as far as thousands.
2. Reading and writing numbers as far as thousands.

## III. Written Arithmetic.

Illustrative steps.

## 1. Addition.

Sum of no order exceeds nine, except highest.

## 1. Subtraction.

Each order of minuend greater than corresponding order of subtrahend.

## 1. Multiplication.

Multiples less than ten, and the product of any order less than ten, except highest.

## 2. Addition.

Sum of ones exceeds nine.

## 2. Units order in minuend less than corresponding order of subtrahend.

## 2. Multiplier less than 10.

The product of unit's order in multiplicand exceeds nine.

\* See note below.

(Additional steps to proceed in order of simplicity.)

## IV. Fractions.

Teach in the following order of sets:

First set—halves, fourths, eighths.

Second set—thirds, ninths.

Third set—fifths, tenths.

Fourth set—thirds, sixths, twelfths.

Teach objectively—

## 1. Reductions.

## 2. Additions.

## 3. Subtractions.

## 4. Multiplications by integer.

Illustrative facts—Halves, fourths, eighths.

Reductions.	{	$\frac{1}{2} = \frac{2}{4}?$	$\frac{1}{2} + \frac{1}{2} = ?$
		$\frac{1}{2} = \frac{4}{8}?$	&c.
		$\frac{1}{4} = \frac{2}{8}?$	$\frac{1}{2} - \frac{1}{2} = ?$
		$\frac{1}{4} = \frac{2}{8}?$	$\frac{1}{2} - \frac{1}{4} = ?$
Additions.	{	$\frac{1}{2} + \frac{1}{2} = ?$	&c.
		$\frac{1}{2} + \frac{1}{4} = ?$	
		$\frac{1}{2} + \frac{1}{8} = ?$	
		$\frac{1}{2} + \frac{1}{8} = ?$	

## V. Measures.

1. Teach quire, score, day, month, year, minute, second, rod, &amp;c.

2. Teach notation of U. S. money.

3. Form and measurement.

a. Find perimeters of rectangular surfaces.

b. Areas of rectangles—objectively.

c. Apply to rectangular surfaces of familiar objects.

d. Faces, edges, corners and dimensions of cube.

e. Building up of cubes and rectangular solids with unit cubes.

f. Apply facts of numbers.

g. Denominate fractions used objectively.

\* This outline is suggestive of what may be done in the preceding and subsequent years.

## VI. Roman Numerals.

## VII. Mechanical Work.

Give thorough drill in figure work, especially in addition, involving combinations as far as numbers have been taught. Aim to secure accuracy and rapidity.

## Arithmetic.

## FOURTH YEAR.

## I. Number.

1. Review briefly the more difficult combinations from 50 to 100.
2. Teach numbers and facts above 100 by means of written arithmetic.

The use of a good text-book suggested.

## II. Notation.

1. Notation of numbers extended to practical limit.
2. Advance to more difficult steps in fundamental processes.

## III. Fractions.

1. Addition, subtraction and multiplication by integers, involving simple reductions.
2. Multiplication and division of fractions studied objectively.

## IV. Decimals.

1. Addition of numbers containing tenths and hundredths.
2. Subtraction of numbers containing tenths and hundredths.
3. Multiplication of numbers containing tenths and hundredths by integers.

## V. Measures.

1. Facts of previous years reviewed and classified in tables.
2. Simple exercises, under tables of
  - a. Avoirdupois weight.
  - b. Liquid measure.
  - c. Dry measure.
  - d. Square measure.
  - e. Cubic measure (omitting denominations which are not practical).
3. Form and measurement.
  - a. Study of cubical bodies.
    - a'. Faces, edges, corners, dimensions.
    - b'. Building up prisms from unit cubes.
    - c'. Apply facts of numbers.
    - d'. Apply facts of fractions.
  - b. Measuring fence lines of school grounds.
  - c. Measuring walls and floors of school-room to obtain areas.
  - d. Area of school grounds and of rectangular pieces of land.
  - e. Volumes of rectangular prisms.

**VI. Percentage.**

1. Begin with oral work, chiefly confined to problems involving use of base and rate. Use rates 100%, 50%, 25%, 20%, 10%.

In computation reduce rates to common fractions.

2. Simple interest—Easy problems, involving time, which may be expressed in years and fractions of years.

**VII. Mechanical Drills.****Vocal Music.****FIRST YEAR.**

Singing—All intervals inside the octave sung by syllable as their names are called by teacher. Also the number of intervals learned by ladder and circle representation.

Time language of two, three and five-part measure (without divided beat). Each child keeps her own time.

**SECOND YEAR.**

Singing—Simple sight-reading from chart and from hand representation.

After singing from larger intervals to smaller, reverse the order. Show representation in different keys of all intervals after they are sung.

Time language in six-eight measure.

**THIRD YEAR.**

Singing—Simple sight-reading in any key from chart.

**FOURTH YEAR.**

Singing—Time and tune combined.

Intervals in pairs, parts, and inverted.

**Penmanship.****FIRST YEAR.**

Simple movement exercises on blackboard.

Tracing.

Plan.

Copies—

1. Figures of the Arabic notation in classified and regular order.
2. Each new letter is used twice.
3. The same letter is used at the beginning of a single word.
4. The same letter is used in a word with most difficult combinations.
5. Figures are used in regular lessons in all combinations of the tens' places. All of the small letters and some capitals are used in the above order.

Review—Each copy is reviewed every fourth lesson following the original copy.

Ruling—Use base, head and top lines.



## SECOND YEAR.

Simple movement exercises on board.

Plan.

Copies—

1. Simple words of one or two syllables showing different combinations of small letters in words.
2. Full copies of figures are given in the form of examples in addition and subtraction.
3. Simple words beginning with capitals showing different combinations.

Review—Each copy is reviewed every fourth lesson following the original copy.

Ruling—Base, head and top lines.

## THIRD YEAR.

Plan.

Copies—

1. Simple movement exercises of easy combinations of letters.
2. Each capital and small letter is used singly for drill.
3. Common business characters and figures in combinations of the hundred's places are given.
4. A simple word, beginning with small letter, used in drill.
5. Common Christian names, beginning with capital, used in drill.  
A common abbreviation, followed by full expression for which the abbreviation has been given.

Review—Systematically.

Ruling—Base, head and top lines.

## FOURTH YEAR.

Plan.

Copies—

1. Simple movement exercises.
2. The copies consist of two short but common expressions, the second somewhat longer than the first, in which are used all the small and capital letters, going from the word-unit of former drill to a phrase-unit.
3. Copies consist of a well-known geographical name and of a short sentence or expression in common use. These should be written as a whole and their meaning emphasized by illustration and application.

Review—Systematically.

Ruling—Gradually remove head and top lines.

**Drawing.****FIRST YEAR.***First Half of Year.*

Solids—Sphere, cube, cylinder.

Tablets—Circles, squares, oblongs.

Spectrum colors—Red, yellow, blue, orange, green, violet.

Clay-modeling of type forms and objects similar to type forms.

Learning from tablets, stick-laying, cutting from colored paper for developing surfaces, making geometric figures and solids, and designing from tablets.

Learning position, pencil-holding, free-arm movement in drawing.

Water-color of oblongs of spectrum colors and simple objects.

*Second Half of Year.*

Solids—Square prism, R. A. T. prism, hemisphere.

Tablets—Circles, squares, oblongs, R. A. triangles, semi-circles.

Clay-modeling of type forms and objects similar to type forms.

Learning from tablets, stick-laying, cutting from colored paper for developing surfaces, making geometric figures and solids, and designing.

Drawing from dictation, from leaves and simple flowers, and simple objects like cylinder, tumbler, lemon; coloring same.

Color work continued on same lines as first half of year.

**SECOND YEAR.***First Half of Year.*

Solids—Ellipsoid, ovoid, equi. tri. prism.

Tablets—Ellipses, ovals, equi. triangles.

*Second Half of Year.*

Solids—Cone, sq. pyramid, vase form.

Tablets—All preceding isosceles triangles.

For the whole year—Clay-modeling of type forms and objects based on type forms.

Developing surfaces by tablets, stick-laying, paper-cutting and drawing. Elementary designing by same processes.

Drawing and painting from dictation, from simple objects, from leaves, flowers, fruits and other objects used in nature study.

Tones of spectrum colors in charts and designs.

**THIRD YEAR.**

Solids—Sphere, cube, cylinder, hemisphere, sq. prism, right-angled tri. prism.

Tablets—Circles, squares, oblongs, semi-circles.

*Second Half of Year.*

Solids—Ellipsoid, ovoid, eq. tri. prism, cone, vase, square pyramid.

Tablets—Ellipses, ovals, circles, squares, triangles, oblongs, semi-circles.

Colors—Study of spectrum.

For the whole year—Clay-modeling of type forms and objects based on type forms. Drawing geometric figures and designs made from tablets. Study of spectrum colors and intermediates. Making of charts and designs in colored paper. Practice in water-color from objects used in nature study.

**Form Study and Drawing.****FOURTH YEAR.**

Solids—Sphere, cube, cylinder, hemisphere, sq. prism, R. A. prism, ellipsoid, ovoid, equi. tri. prism, cone, sq pyramid, vase.

Tablets—Circles, squares, oblongs, triangles, semi-circles, rhombi, ellipses, ovals, hexagons, pentagons.

Objects—Apples, potatoes, turnips, carrots, tumbler, envelope, groups of fruit, shield, leaves, flower, buttercup.

Review in color—Yellow, red, blue, orange, green, violet.

Tones of intermediate color—Red orange, yellow orange; yellow green, blue green; blue violet, red violet.

Making from patterns, making charts of tones of colors, designing in two or more tones.

Learning units of design, axis of symmetry, measuring for proportions, reversed curves, conventionalizing from leaves and flowers.

Drawing appearance of form, drawing facts of form, drawing from dictation.

Practice in water-color from objects in nature study.

**Spelling.**

Throughout the four years, words from all lessons carefully selected, copied from blackboard. Sentences, copied and written from dictation, containing selected words. Elliptical sentences used—children supplying omitted words. Words spelled orally.

**GRAMMAR SCHOOL.**

As a rule there are recitations daily in each subject. Drawing, Singing, Penmanship, Physical Training are generally exceptions to the rule, recitations being heard in these subjects two or three times a week.

## Grade D.

English, Reading—Selections from Fourth Reader, a First History of United States, Tanglewood Tales, Seaside and Wayside, Vol. III., The Children's Hour, &c.

Language—Simple sentences, subject and predicate. Uses of words. Uses of noun, pronoun, adjective. Uses of terms singular and plural. Formation of plurals and possessives. Use of *shall* and *will*. Reproduction of science lesson, description of pictures, original stories. Study of poems suggested by topics studied, as "The Robin," "Robert of Lincoln," &c.

Spelling, from the lessons of the day.

Arithmetic—Notation and numeration of numbers containing three periods, containing three decimal places. Addition, Subtraction, Multiplication, Division, Fractions, entire subject, using Common Fractions having small denominators. Decimals, addition and subtraction, multiplication by integers; division (a) by integers, (b) by like numbers, the quotients to be integers. (No number in any case to contain more than three decimal places.) Percentage, finding simple per cent. of given numbers. Interest, simple interest on given sums for years and months. Compound Numbers, reductions using denominations previously taught. Mensuration, areas of squares and rectangles. Square measure to square yard. Contents of cubes and rectangular prisms. Cubic measure to cubic yard. Drill in mechanical work. Concrete Geometry once a week.

Geography—Maps of the Continents and the United States, drawn and moulded; recitations from charts, and globe exercises.

Elementary Science, twice a week.

Penmanship—Copy forms in multiplication and division, repetition of capital letters, together with common abbreviations; short and full-line sentences, each a simple statement of an important scientific fact. Free-movement exercises entering into the formation of all the small letters, figures, &c.

Singing—Special work with diminished fifths. Time language for divided beat. Sing in first reader.

Drawing—

Representation (outline drawing).

Various geometrical solids—familiar objects based upon them, fruit, and other objects—singly and in groups.

Construction—

Working drawings (free hand).

Various geometrical solids, singly and combined.

Patterns (instrumental).

Rectangular solids and objects.

Decoration—

Drawing simple examples of historic ornament.

Water-color from objects in nature study, flowers, &c.

**Grade C.**

English, Reading—Selections from Fifth Reader, *Sharp Eyes* and other Stories, *Tales from Grandfather's Chair*, *Courtship of Miles Standish*, *Tales from Homer*.

Language—Sentence, subject and predicate; use of nouns, proper and common. Pronouns—Person, number and gender of nouns and pronouns. Verb, adverb. Forms of bills and receipts, formal notes of invitation, regret and acceptance. Dictation of selections of prose involving more difficult punctuation, &c.

Spelling—From the lessons of the day.

Arithmetic—Fractions, common and decimal, finished; percentage, three fundamental "cases;" profit and loss; trade discount; simple interest (very simple problems in last four subjects); compound numbers finished; mensuration, areas of parallelograms, rectangles and circles; surfaces and contents of rectangular prisms; problems in plastering, papering and carpeting rooms, &c.; capacity of rectangular bins, tanks, rooms, &c.; drill in mechanical work. Concrete geometry, once a week.

Geography—Descriptive and political; North America, with special attention to the United States; South America.

Elementary Science, twice a week.

Penmanship—Books Nos. 3 and 4, Movement Tablet No. 2. Copy; repetition of capital letters and longer sentences; important dates and statements of events in American History; free-movement exercises entering into the formation of all the capital letters, and combinations, figures, &c.

Singing—Vocal exercises for purity of tone. Major, minor and diminished triads. Sing into any key by one interval. Sing in second reader.

Drawing—

Representation (outline and light and shade).

Geometric solids and familiar objects, singly and in groups.

Construction—

Working drawings (free hand).

Rectangular solids turned at an angle; cylindrical objects.

Patterns (instrumental)—

Rectangular solids and objects.

Decoration—

Historic ornament in drawing and color.

Water-color from objects in nature-study.

Physical Training.

**Grade B.**

English, Reading—Selections from Sixth Reader, *Birds and Bees*, *Sketch Book*, *Snow Bound*, *Tales from Shakespeare*.

Grammar—Verb, common and progressive forms, person and number, principal tenses, principal parts, regular and irregular, transitive and intransitive, mode, &c. Case of nouns and pronouns, &c. Business letters—subscribing for papers, stopping subscriptions, sending for samples,

tc. Stories based on proverbs or fables, &c. Reproductions, &c. Grammatical analysis.

American History, three times a week.

Spelling—From the lessons of the day.

Arithmetic—Percentage, profit and loss; trade discount (more difficult problems in these subjects); first "case" in commission; simple interest; partial payments (U. S. rule); a little time on compound and annual interest; bank discount; taxes; duties; fire insurance; longitude and time (see mathematical geography of same grade); mensuration; more difficult problems in work of preceding year; easy problems in masonry and brick-work, excavating cellars and ditches, filling in of road-beds, &c.; board measure; public lands; drill in mechanical work.

Concrete Geometry, once a week.

Elementary Science, twice a week.

Geography—Descriptive and political, Europe, Asia, Africa and the Islands.

Penmanship—Book No. 5; Movement Tablet No. 2. Copy a list of the Presidents of the United States, with the names of their respective political parties, and a selection from Longfellow's poem, *The Builders*, worked into copies; the object being to develop the writing of full pages of connected sentences; business and social forms.

Singing—Sing all intervals of a kind in the scale. Also from one pitch, with and without intervening tones. Sing two-part music.

Drawing—

Representation (outline and light and shade).

Geometrical solids and groups of familiar objects.

Construction (instrumental).

Use of instruments.

Drawing to scale.

Working drawings and patterns of geometrical solids and objects based upon them.

Decoration—

Historic ornament from casts and charts in outline and color.

Water-color from objects in nature study.

Physical training.

### Grade A.

English, Literature—*The Lady of the Lake*, *Ivanhoe*, *The Christmas Carol*, *The Merchant of Venice*.

Beginning Latin, or English Grammar.

Grammar—Sentences, complex and compound. Classes of nouns and pronouns. Declension. Adjectives, kind and comparison. Verbs, idiomatic forms. Use of shall and will, should and would. Tenses of infinitive. Composition of tenses of all modes, &c. Business letters—applying for situations, writing telegrams and advertisements, &c. Forms of checks, drafts, &c. Formal theme-writing, &c.

Spelling—From the lessons of the day.

Arithmetic—Stocks and bonds; domestic exchange; simple proportion; partnership; square root and its applications; a careful review of fundamental processes, cancellation, factoring, greatest common divisor, least common multiple; careful review of common and decimal fractions, percentage, simple interest and bank discount, metric system—as much as is required in the study of the natural sciences, three times a week.

(Literal notation introduced in this and the preceding grade wherever practicable.)

Concrete Geometry, twice a week.

English History and Elements of Civil Government.

Bookkeeping—Bryant & Stratton's Common School, with commercial law—optional.

Singing—Sing all intervals of a kind in the scale. Also from one pitch, with and without intervening tones, sing two-part music.

Drawing.

Representation (light and shade)—

Artistic grouping and rendering of groups of geometric solids and groups of still life.

Construction (instrumental)—

Working drawings—

Joints and details of machinery.

Patterns—

Various prisms.

Decoration—

Historic ornament in color; original design from plant form.

Water color from objects in nature-study.

Physical Training—Manual training.

NOTE.—Pupils who manifest more than usual maturity or working power may take work additional to that of the class, with a view to completing the course in a shorter time.

### Elementary Science.

Following are suggestive subjects for work in Science to be given in the different grammar grades, the fullness with which the subject is treated to depend upon the advancement of the class.

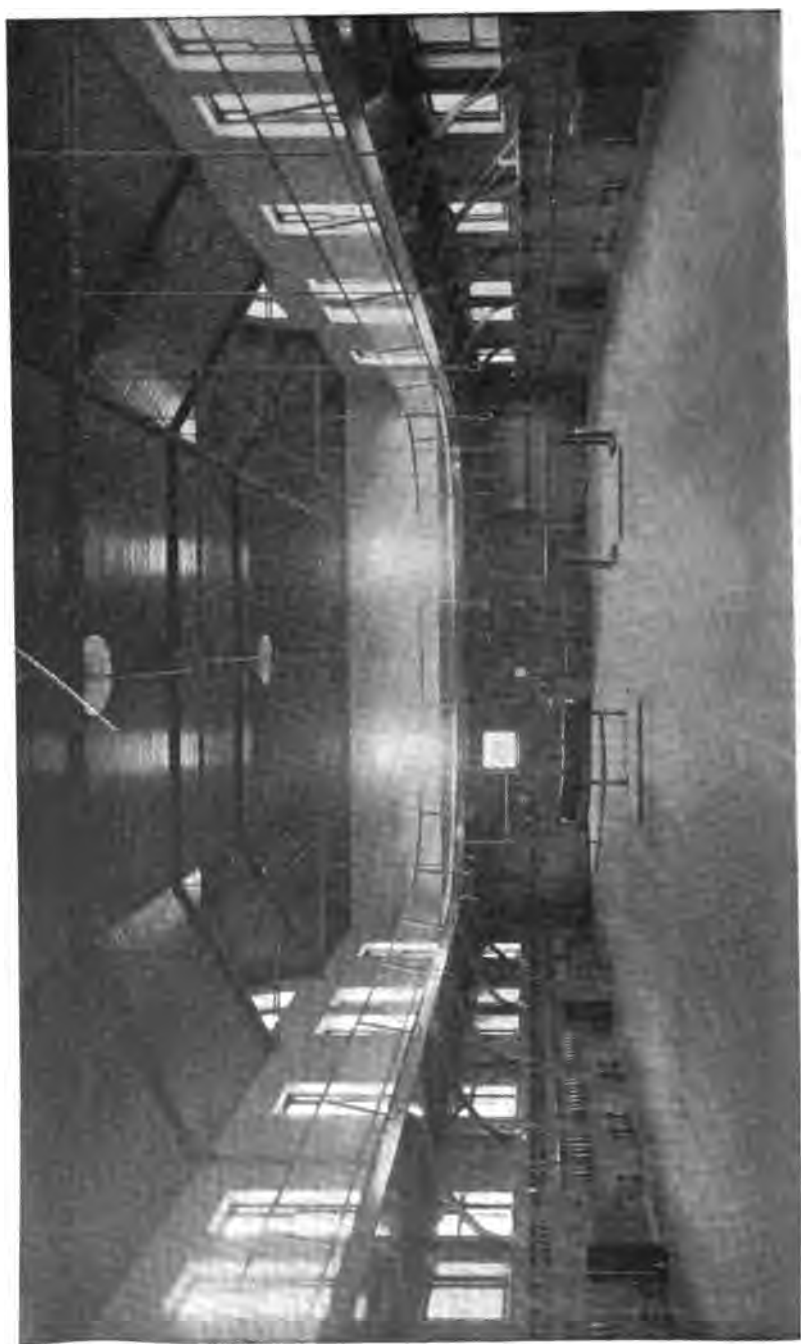
#### 1. Zoology—

- a. Birds—1. Nest-building. 2. Migration. 3. Winter residents. 4. Food. 5. Protection. 6. Flight. 7. The young.
- b. Insects—1. Types. 2. Transformations. 3. Habits. 4. Structure. 5. Adaptation of structure to habits. 6. Collect and classify according to types.

Painting, drawing and writing.







GYMNASIUM.

**2. Botany—**

**a. The plant as a whole.**

1. Environment. 2. Effect of the weather.

**b. Winter condition of plants.**

1. Twigs. 2. Buds. 3. Seeds.

A tree selected by each pupil for special study.

**c. Annuals, biennials, perennials.**

**d. Germination.**

1. Experiments showing the conditions necessary to growth.

2. The manner of growth. 3. Monocotyledons. 4. Dicotyledons.

**e. Leaves.**

1. Form. 2. Color. 3. Parts. 4. Function.

**f. Roots.**

1. Form. 2. Function.

**g. Flowers.**

1. Types. 2. Functions. 3. Structure. 4. Classify according to class structure.

**3. Physics—**

**a. Water.**

1. Pressure. 2. Buoyancy. 3. Density. 4. Impenetrability

5. Capillary phenomena. 6. Solubility.

**b. Water and heat.**

1. Expansion. 2. Circulation. 3. Boiling. 4. Freezing.

**c. Air.**

1. Occupies space. 2. Exerts pressure. 3. Circulation.

Drawing and writing.

**4. Order of Study—Observe, describe, compare, classify.**

Painting, drawing and writing.

**The ends sought—**

1. Interest in Nature and the Forces of Nature.

2. Training of the observing powers.

3. Intelligent thinking and correct statement.

4. Acquisition of knowledge.

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**HIGH SCHOOL.****Classical Course.****GRADE C.**

**English—As in English Course.**

**Algebra—To Quadratics.**

**American History and Civil Government.**

Latin—Grammar and lessons ; Cæsar begun.

Singing, twice a week.

Drawing—As in Scientific Course—twice a week.

Physical Training, twice a week.

#### GRADE B.

English—As in English Course—three times a week.

Algebra—Beginning with Quadratics through the Progressions—three times a week.

Geometry—Two books, with Constructions and Original Demonstrations—twice a week.

History—Greek and Roman, with their Oriental connections—three times a week.

Latin—Cæsar, Books I.-V. ; Latin Grammar—four times a week.

Greek—Grammar and lessons ; Xenophon begun—four times a week.

Singing, twice a week.

Drawing—As in Scientific Course. Optional.

Physical Training, twice a week.

#### GRADE A.

English—Literature, as in English Course—twice a week.

Rhetoric, twice a week.

Geometry—Books III.-V.—three times a week.

History—Roman, one term ; French, one term—three times a week.

Latin—Virgil, *Æneid* I.-VI. ; *Eclogues* I.-X.—four times a week.

Greek—Xenophon, *Anabasis*, Books I.-IV.—four times a week.

French or German, twice a week.

Singing, twice a week.

Physical Training, twice a week.

Drawing—As in English Course. Optional.

#### Senior.

English—As in English Course—four times a week.

Latin—Sallust, *Catiline* ; Cicero, *Orations* VI. ; Latin Composition—four times a week.

Greek—Homer, *Iliad*, Books I.-III. ; Greek Grammar and Prosody, Greek Composition.

French or German, four times a week.

Solid Geometry and Trigonometry, or Higher Algebra, or History (Intensive), three times a week.

Singing, twice a week.

Physical Training, twice a week.

Drawing, as in Scientific Course, twice a week. Optional.

## Scientific Course.

## GRADE C.

English—As in English Course.

Algebra—To Quadratics.

Latin—Grammar and Lessons; Cæsar begun.

Botany—One term.

Zoology—One term.

Singing—Chromatics. Minor scales. Sight-reading in any key. Augmented primes. Chromatic modulation, twice a week.

Physical Training, twice a week.

Drawing, twice a week—

Historic ornament, with notes.

Geometric problems.

Scientific perspective, with lectures.

Tests in free-hand representation.

Water-color from nature.

Light and shade in pencil.

Pen and ink from copy.

## Grade B.

English—As in English Course, three times a week.

Algebra—Beginning with Quadratics, through the Progressions, three times a week.

Geometry—Two books, with Constructions and Original Demonstrations, twice a week.

History—Greek and Roman, with their Oriental connections, three times a week.

Physics, three times a week.

German or French—German—Grammar, Lesebuch, Grimms Märchen, Easy Conversation, Poetic Selections. French—Abbreviated Course of Pronunciation, Introductory French Grammar, French Dictations, Easy Conversation, four times a week.

Latin—Cæsar, Books I.-V.; Latin Grammar, four times a week.

Singing, twice a week.

Physical Training, twice a week.

Drawing, twice a week.

Charcoal drawings from geometric solids, still life and casts.

Water-color from leaves, flowers and fruit.

Design in color.

Pen and ink sketching from objects and flat copy.

Mechanical drawing.

Department of work optional.

## Grade A.

English—Literature as in English Course, twice a week. Rhetoric, twice a week.

Geometry—Books III.-V.—three times a week.

History—Roman, one term; French, one term—three times a week.

Latin—Virgil, *Æneid* I.-VI.; *Eclogues* I.-X.—four times a week.

German or French—German—Grammar, Advanced Conversations, *Wilhelm Tell*, *Maria Stuart*, *Hermann and Dorothea*. French—Intermediate French Grammar; *Cours de Mythologie-Fleury Théâtre choisi de Molière-Classique*; Advanced Conversation—four times a week.

Physics, twice a week.

Singing, twice a week.

Physical Training, twice a week.

Drawing, twice a week—

Water-colors from leaves, flowers and still life.

Charcoal drawings from cast of heads.

Mechanical drawing for machine details.

Department of work optional.

## Senior.

English—As in English Course, four times a week.

Latin—Sallust, *Catiline*; Cicero, *Orations* VI.; Latin Composition, four times a week.

German or French. French—Grammaire Supérieure de l'Ouadémie, *Cours de Littérature Classique*, *Cours Complete de Conversation avec Proverbes et Idioms*, Translation of "*Graziella*," four times a week.

Chemistry.

Solid Geometry and Trigonometry or Higher Algebra or History (Intensive), three times a week.

Singing, twice a week.

Physical Training, twice a week.

Drawing, twice a week. Optional.

## ENGLISH COURSE.

## Grade C.

English—Myths; *Iliad*, I.-VI.; *Idylls of the King*; Euripides, *Alcestis*; Virgil, *Æneid*, I.-VI.; Ben Hur.

American History and Civil Government.

Algebra—To Quadratics.

Zoology—One term,

Botany—One term.

Singing, twice a week.

Physical Training, twice a week.

Drawing—As in Scientific Course, twice a week.

### Grade B.

English—Selections from Dante's *Inferno*; Prologue to *Canterbury Tales* and *Knight's Tale*; *Midsummer Night's Dream*, three times a week. Additional, twice a week.

Algebra—Beginning with Quadratics, through the Progressions, three times a week.

Geometry—Two books with Constructions and Original Demonstrations, twice a week.

History—Greek and Roman, with their Oriental connections, three times a week.

Physics, three times a week.

French or German—As in Scientific Course, four times a week.

Singing, twice a week.

Physical Training, twice a week.

Drawing—As in Scientific Course, twice a week.

### Grade A.

English—Sir Roger de Coverley Papers; *Vicar of Wakefield*; *Deserted Village*; *Gray's Elegy*; Selections from Burns' Poems—twice a week. Additional, twice a week. Rhetoric, twice a week.

Geometry—Books III.-V., three times a week.

History—Roman, one term; French, one term—three times a week.

Review American History or Higher Arithmetic, twice a week.

Physics, twice a week.

French or German—As in Scientific Course, four times a week.

Singing, twice a week.

Physical Training, twice a week.

Drawing—As in Scientific Course, twice a week.

### Senior.

English—*Hamlet*; Selections from *Paradise Lost*; Selections from Wordsworth's Poems; Emerson's *Essays*, Eloquence and Behavior; Selections from Lowell's *Essays and Poems*; Selections from Tennyson; *David Copperfield*; *Silas Marner*—four times a week.

French or German—As in Scientific Course, four times a week.

Chemistry.

Solid Geometry and Trigonometry or Higher Algebra, three times a week.

History (Intensive), three times a week.

Singing, twice a week.

Physical Training, twice a week.

Drawing—As in Scientific Course, twice a week.

#### Elective.

Instrumental Music. Manual Training.

The diploma of the institution is given on the completion of any of the above courses.

The diploma will be received in lieu of an examination for persons desiring to enter Wellesley, Vassar, The Woman's College at Baltimore, Rutgers and several other colleges.

## High School Department

## C CLASS.

<i>Classical.</i>	<i>Latin Scientific.</i>	<i>English.</i>
Latin..... 5 per.	Latin..... 5 per.	American History..... 5 per.
American History..... 5 "	American History or	English..... 5 "
English History..... 5 "	English..... 5 "	Algebra..... 5 "
Algebra..... 5 "	Algebra..... 5 "	Zoology, $\frac{1}{2}$ year..... } 5 "
—	Zoology, $\frac{1}{2}$ year. .... } 5 "	Botany, $\frac{1}{2}$ year..... } —
20 "	Botany, $\frac{1}{2}$ year..... } —	20 "
	20 "	

## B CLASS.

<i>Classical.</i>	<i>Latin Scientific.</i>	<i>English.</i>
Latin..... 5 per.	Latin..... 5 per.	French or German ..... 4 per.
Greek..... 4 "	French or German..... 4 "	Math. { Algebra ..... 2 } 5 "
Math. { Algebra..... 2 } 5 "	Math. { Algebra ..... 2 } 5 "	Geometry ..... 3 }
Geometry ..... 3 }	Geometry ..... 3 }	History—Greek and Ro-
History—Greek and Ro-	History—Greek and Ro-	man..... 3 "
man..... 3 "	man..... 3 "	English..... 5 "
English..... 3 "	English..... 3 "	Physics ..... 3 "
—	Physics ..... 3 "	—
20 "	—	20 "
	23 "	

## A CLASS.

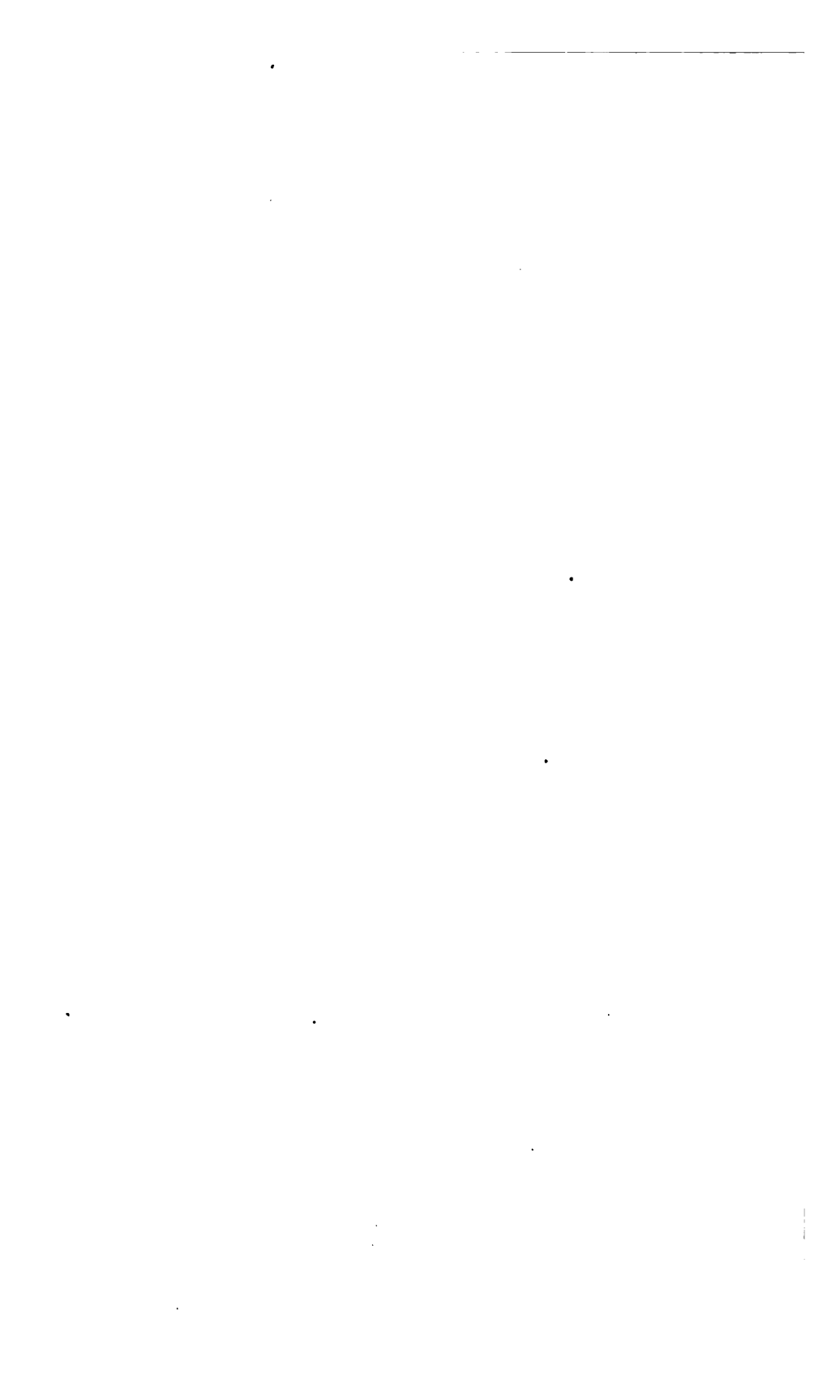
<i>Classical.</i>	<i>Latin Scientific.</i>	<i>English.</i>
Latin..... 4 per.	Latin..... 4 per.	French or German ..... 4 per.
Greek..... 4 "	French or German ..... 4 "	Geometry..... 3 "
French or German..... 2 "	Geometry ..... 3 "	English { Literature... 4 } 6 "
Geometry ..... 3 "	English { Literature... 2 } 4 "	Rhetoric .... 2 }
English { Literature... 2 } 4 "	English { Rhetoric .... 2 }	History—French..... 3 "
Rhetoric .... 2 }	History—French ..... 3 "	Physics..... 2 "
History—French..... 3 "	Physics ..... 2 "	Higher Arithmetic..... 2 "
—	—	—
20 "	20 "	20 "

## SENIOR CLASS.

<i>Classical.</i>	<i>Latin Scientific.</i>	<i>English.</i>
Latin..... 4 per.	Latin..... 4 per.	French or German..... 4 per.
Greek..... 5 "	French or German..... 4 "	English..... 4 "
French or German..... 4 "	English..... 4 "	Solid Geometry and
English..... 4 "	Solid Geometry and	Trigonometry or Alge-
Solid Geometry and	Trigonometry or Alge-	bra..... 3 "
Trigonometry or Alge-	bra..... 3 "	History (Intensive)..... 3 "
bra..... 3 "	Chemistry..... 5 "	Chemistry..... 5 "
—	—	—
20 "	20 "	19 "









## REGULATIONS.

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The spring term in 1898 will begin February 1st. The spring vacation will extend from 12 M. April 8th to 10:30 A. M. April 18th. The schools will close for the summer vacation June 16th.

The fall term of 1898 will begin Tuesday, September 18th, at 8:45 A. M. The spring term of 1899 will begin Tuesday, January 31st.

The Schools will be closed on Washington's Birthday, Decoration Day, Thanksgiving Day and the day following. A vacation of about ten days is given at the Christmas holidays.

### Necessaries.

Each lady boarder should have overshoes, an umbrella and a waterproof cloak. Each gentleman boarder should have overshoes, an umbrella and slippers. Every boarder should be provided with a napkin-ring, and two clothes-bags distinctly marked with his or her name.

Young ladies should be provided with a gymnasium suit, which they may bring with them, or which may be secured in Trenton at about \$4 cost.

This suit should be made of navy-blue flannel, and consist of a short divided skirt and a blouse with very loose sleeves.

Young gentlemen should be provided with a gymnasium suit consisting of gray flannel shirt, gray trousers and black canvas slippers; also, they should be provided with bath towels.

### Government.

In the "Boys' Hall" is a Preceptor, and in the "Girls' Hall" a Preceptress. The Preceptor and Preceptress attend to the discipline and all the regulations governing the students in the halls, looking after their habits of study, recreation, amusements, absence, library rules, the assignment of rooms, &c.

### Restrictions.

The young ladies are not permitted to go into town except at stated times. All are expected to take exercise at the appointed times. No one is permitted to be absent during study hours without accepted excuse. Pupils are not permitted to visit home or leave Trenton during term-time

excepting for urgent reasons, and then on the written application of the parent, signed by the Principal.

Pupils are expected to be governed by the specific rules of the halls, at all times deporting themselves as gentlemen and ladies, avoiding questionable practices, such as the use of tobacco, vulgarity or rudeness of any kind. Frequenting liquor saloons or places of ill repute will be deemed just cause for suspension. Students will be held responsible and required to pay for any damages to the School property by themselves or their visitors. For hygienic reasons, students will not be permitted to bring or receive from home any eatables excepting fresh fruit.

Previous to holidays and vacations the School closes at 12 m. Students will not be permitted to leave before this hour for shopping or other purposes, as the School must be kept intact until the regular time of closing, and the afternoon affords time to reach any part of the State.

Persons not wishing to comply with the above conditions are earnestly requested not to make application for admission to the School.

#### Arrivals.

Students will not be received at the Boarding Halls until the day before the opening of the term, namely, Monday, September 12th, 1898, or Monday, January 30th, 1899. Students intending to board at the halls should come on the day before the opening of the term, that they may get their rooms arranged, and be ready for work the following morning. This applies to old students as well as new ones. On arriving at the station, the student should give his check for baggage to the local expressman, who will deliver all baggage at moderate terms, and then proceed directly to the Boarding Halls, which are located on Clinton avenue but a short distance from either of the main stations. From the Clinton street station of the Pennsylvania railroad the halls are distant but three blocks. From the Reading station on Warren street, the electric cars run to the corner of State and Clinton streets, about two blocks from the Schools.

#### Guests.

When there is room, guests of the students will be entertained at the halls at a cost of \$1 per day.

#### Religious Services.

The student or his parents are expected to name his denomination and the student to attend the morning service and Sunday-school of the church or churches of that denomination designated by the School. Attendance upon the evening service is optional.

### Appointments.

Persons living at a distance, and desiring to meet the Principal on business, should make an appointment before coming to the School, as his duties sometimes compel his absence from the Schools.

### Boarding Halls.

The boarding halls are handsomely fitted up. They are strictly cared for in all sanitary matters, and are provided with baths. The sleeping-rooms are furnished with Brussels carpets, hard-wood bed-room sets, are lighted by gas, heated by steam, and their walls nicely papered. All bedding and towels, excepting bath towels, are furnished. Persons desiring rooms should make application as soon as they decide to come, that a room may be reserved for them. The older students are given the choice of rooms. Neither the rooms selected before the close of school by the old students nor those reserved for new students will be held longer than the third day after the opening, unless by special arrangement.

### Registration.

As soon as a person decides to enter the School she should send for registration her full name, age, address, the department (Normal or Model) she desires to enter, and whether or not she wishes board at the boarding hall, also a reference as to her character.

The number of rooms at the halls is limited, and they will be reserved for students in the order of their application.

Students are not permitted to board elsewhere than at the hall, excepting by permission of the Principal. This permission is limited to boarding with near relatives or friends under very special circumstances.

### Statement of Physical Condition.

In order to assist the officers of the School in their endeavor not only to guard against the occurrence of illness among the pupils, but also to make vigorous men and women of them, parents are requested to provide the students with answers, as fully as possible, to the following questions:

Age?

Birthplace?

Nationality?

If father is dead, what was the cause of death?

If mother is dead, what was the cause of death?

Which does he (or she) most resemble, father's or mother's family?

Is his (or her) general health good?

Has he (or she) always had good health ?

What hereditary diseases are there in the family ?

What children's diseases has the pupil had ?

Has he (or she), within two weeks, been exposed to any contagious diseases, and if so, what ?

Has he (or she) been vaccinated, and if so, when ?

Are the eyes in good condition ?

Check (+) such of the following diseases as he (or she) is subject to :

Boils, jaundice, dizziness, sleeplessness, rheumatism, dyspepsia, bilious attacks, habitual headache, skin eruptions, cold in head or throat.

Have you any information to give as to his (or her) general health, or as to any particular tendencies to be guarded against ?

### Washing.

The washing is included in the price for board.

Each student is limited to twelve pieces per week, exclusive of handkerchiefs. A moderate charge is made for any further washing.

All clothing must be distinctly marked with the owner's name. Payson's indelible ink should be used in marking, as it is about the only kind that will not wash out.

### Board.

A good, substantial, wholesome living is provided. While the food is plain, it is of the best in quality. The halls have their own bakery, and the cooking and baking are of the best.

The following bill of fare will give a good general idea of the living. The housekeeper exercises her taste in adding as much variety as the largeness of the numbers will permit :

### Bill of Fare.

#### BREAKFAST.

White bread, and either oatmeal, hominy or corn bread ;  
sometimes Graham bread.

Potatoes, meat, eggs or fish.

Coffee or milk.

The sick are furnished with toast, or any reasonable specialty.

#### DINNER.

Meat, either roast or fried.

Three vegetables.

Dessert always. Usually ice cream on Sundays.

**SUPPER.**

Bread or rolls.

Tea.

A fruit of the season.

Cold meat.

Cheese.      Cake.      Milk.

**Rates.****BOARDERS.**

All payments must be made quarterly in advance.

There are in each school year two terms of two quarters each, making four quarters of about ten weeks in length.

Model pupils and Normal pupils not intending to teach, pay \$50 a quarter; namely, \$37.50 for board and \$12.50 for tuition and books.

Normal pupils, intending to teach, pay as follows per quarter:

Ladies, \$37.50 for board, and \$1 for use of books.

Gentlemen, \$39.00 for board, and \$1 for use of books.

These charges cover all expenses, including washing.

Pupils who enter within three weeks of the beginning of the quarter are chargeable for the whole quarter.

Pupils who are absent by permission, on account of sickness or for other unavoidable cause, for three weeks or more at one time, are entitled to a drawback of \$2.50 a week for board, and two-thirds of the tuition charges, for the period of said absence.

In cases of expulsion from School there will be no drawback.

**DAY PUPILS.**

Normal day pupils, not intending to teach, pay \$12.50 per quarter.

Those intending to teach pay \$1 per quarter for the use of books.

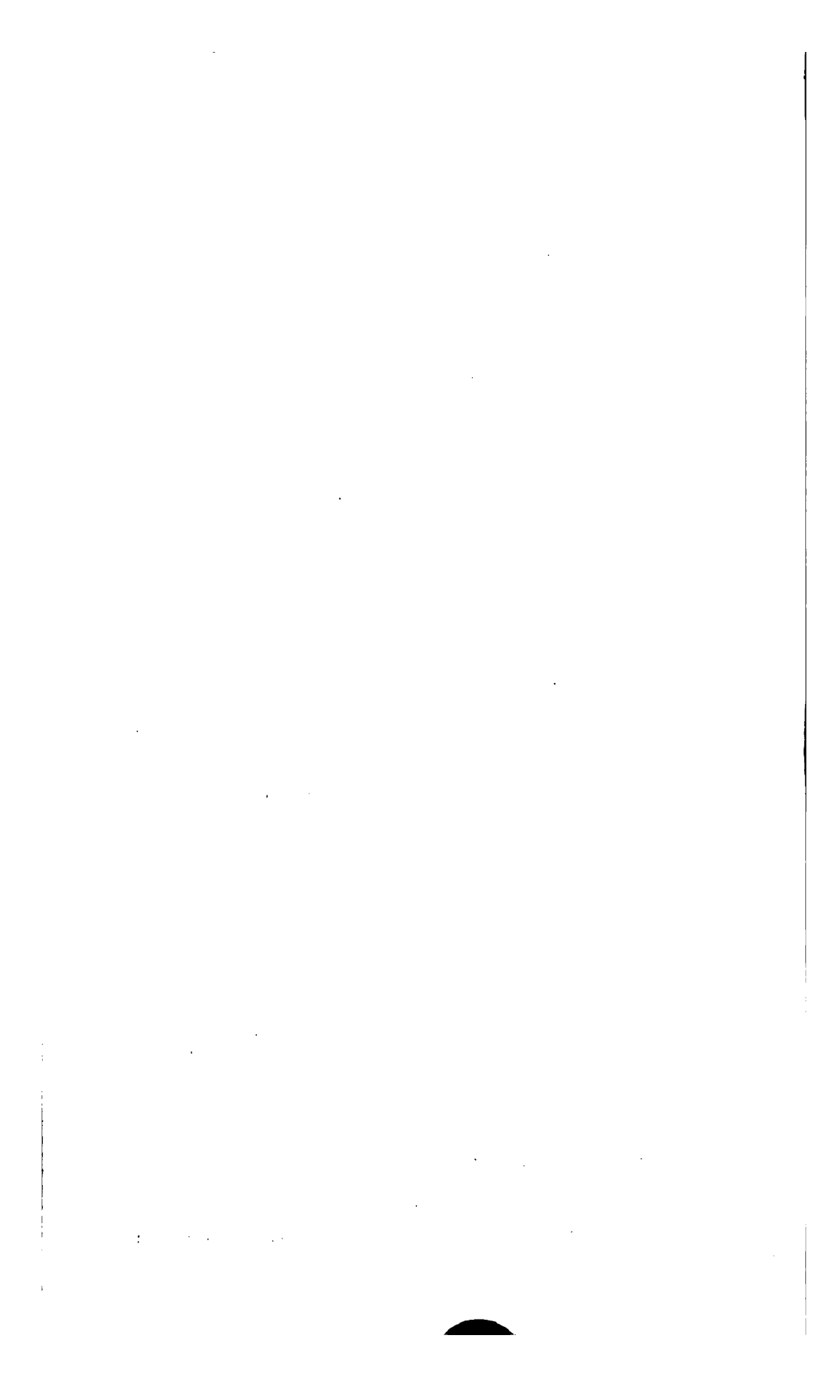
The charges for day pupils in the Model School, for tuition and use of books, are as follows, per quarter:

Primary, first year.....	\$6 50
Primary, second year.....	7 00
Primary, third year.....	8 00
Primary, fourth year .....	9 00
Grammar School, D.....	10 50
Grammar School, C.....	11 50
Grammar School, B.....	12 50
Grammar School, A.....	13 50
High School.....	14 50

**INSTRUMENTAL MUSIC.**

The charge, both to boarders and to day pupils, is \$17 a quarter of eighteen lessons.





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ANNUAL REPORT  
OF THE  
Farnum Preparatory School,  
BEVERLY, N. J.  
An Adjunct of the New Jersey State Normal School,  
TRENTON, N. J.  
1897.

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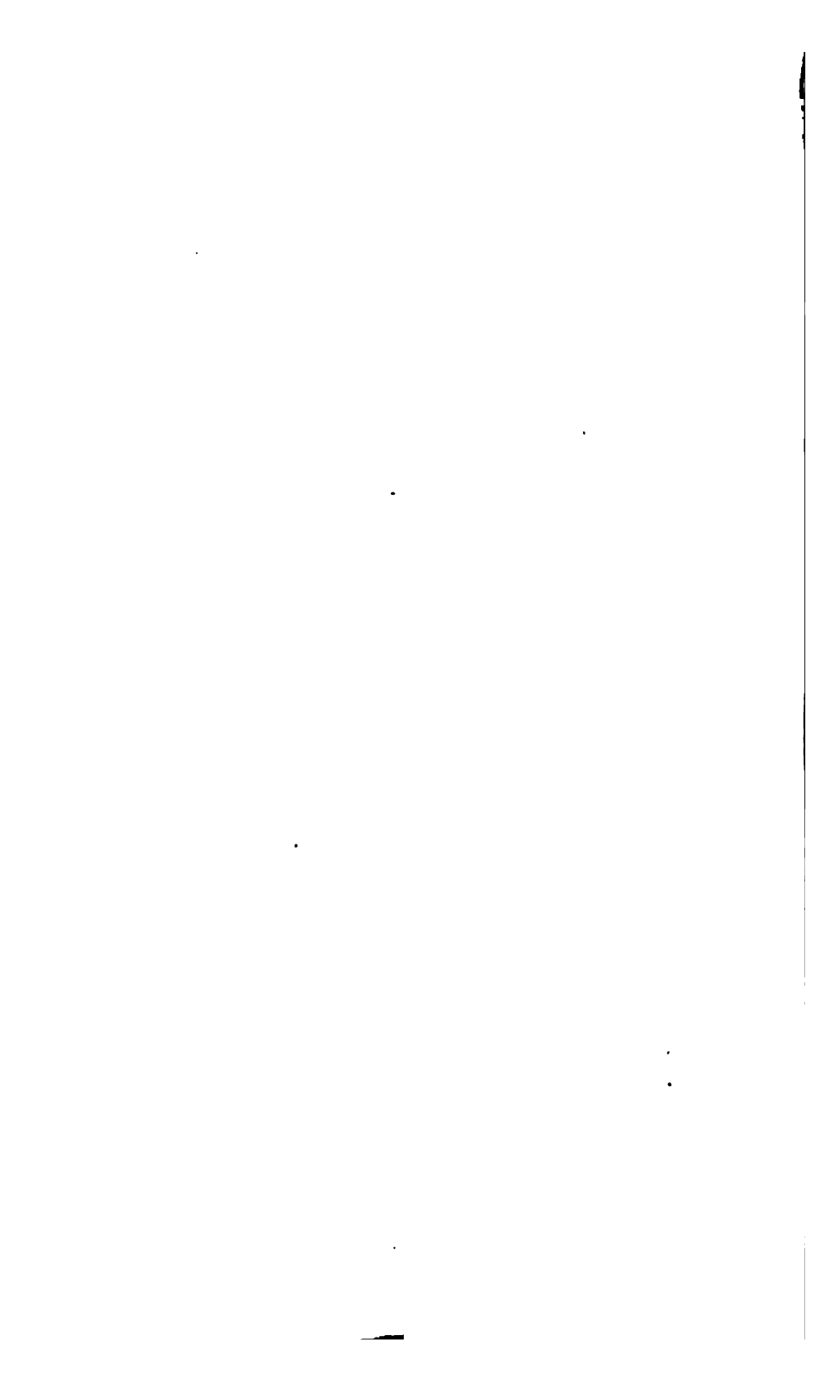




## BOARD OF TRUSTEES.

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JOSEPH P. COOPER, <i>Chairman</i> .....	Rutherford.
STEPHEN PIERSON.....	Morristown.
STEPHEN C. LARSON.....	Hackettstown.
T. FRANK APPLEBY.....	Asbury Park.
BENJAMIN H. CAMPBELL .....	Elizabeth.
J. BINGHAM WOODWARD, <i>Treasurer</i> .....	Bordentown.
CHARLES J. BAXTER, <i>Secretary (ex-officio) and State Superintendent</i> , Trenton.	



## OFFICERS AND INSTRUCTORS.

---

JAMES M. GREEN, PH.D., PRINCIPAL,  
Trenton.

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JAMES B. DILKS, A.M., RESIDENT PRINCIPAL,  
Beverly.  
*Instructor in Mathematics and Natural Science.*

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CAROLINE B. BARLOW,  
*Instructor in Literature, History and Latin.*

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MARY KEANE,  
*Instructor in Elocution, Grammar and Physical Culture.*

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KATE S. ALLEN,  
*Instructor in Primary Classes.*

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SUSIE M. CLARK,  
*Instructor in Drawing and Geography.*



## TREASURER'S REPORT,

Showing Receipts and Disbursements of the Farnum Preparatory School, for the year ending August 31st, 1897.

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### RECEIPTS.

Balance from old account.....	\$1,219 56
From State appropriation.....	1,200 00
From income from endowment fund .....	1,159 25
From tuition.....	2,509 72
	<hr/>
	\$6,088 53

### DISBURSEMENTS.

Salaries .....	\$4,325 00
Books and stationery.....	289 51
Advertising and printing.....	19 88
Water.....	15 00
Buildings and furniture.....	471 57
Fuel .....	125 10
Incidentals .....	384 66
Balance .....	457 81
	<hr/>
	\$6,088 53

Respectfully submitted,

J. BINGHAM WOODWARD,

*Treasurer.*

## TREASURER'S SUPPLEMENTARY REPORT,

Showing Receipts and Disbursements in the Farnum Preparatory  
School from September 1st, 1897, to October 31st, 1897.

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### RECEIPTS.

Balance from old account. ....	\$457 81
From tuition.....	401 80
	<hr/>
	\$859 61

### DISBURSEMENTS.

Salaries.....	\$417 50
Books and stationery.....	71 35
Buildings and furniture.....	46 00
Fuel .....	126 00
Incidentals .....	35 37
Amount to balance.....	168 39
	<hr/>
	\$859 61

Respectfully submitted,  
J. BINGHAM WOODWARD,  
*Treasurer.*

Audited and approved.  
GEORGE A. FREY,  
*Chairman Committee on Finance and Auditing.*



## FARNUM PREPARATORY SCHOOL.

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This institution increases in interest as the years advance. Left as a dower to the citizens of Beverly and vicinity, it has ever felt the responsibility of fulfilling that trust.

As its work goes on from year to year, and its graduates go out to fill successfully the various positions to which they are called, the beneficence of Paul Farnum is more and more appreciated. The School during the year has been successful. The difference in the balance shown this year, as compared with that of last year, was due to the using of a portion of the balance for the improvement of a property in Burlington which was a part of the dower. This property is now bringing to the School a good annual return.

The character of the scholarship in the School is increasing with each year. The range of work is from the kindergarten to college preparation, and throughout this work its adaptability to the conditions of the pupils is carefully considered.

The School building has been renovated and is in good condition, excepting in point of heating and ventilating. The only heating apparatus is a number of stoves that are very much worn. It is hoped that these will soon be replaced by a thorough system of heating and ventilating with the modern improvements.

During the summer vacation just following the close of the year covered by this report, the School was greatly afflicted by the severe illness of Miss Mary W. Hutchinson, who had been one of its teachers for more than twenty-five years and was greatly beloved by the many who had been her pupils. Her death occurred in November. The vacancy thus created was filled by the appointment of Miss Kate S. Allen, one of the ablest graduates of the Normal School, one who has had experience as a teacher and proven herself successful.



# COMMENCEMENT EXERCISES OF THE FARNUM PREPARATORY SCHOOL.

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THURSDAY EVENING, JUNE 10th, 1897, AT 8 O'CLOCK.

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## PROGRAM.

Selection, Instrumental.....MABEL G. DENNISTON.

## PRAYER.

Chorus, "Wake, Brave Hearts, with Pleasure".....  
Essay, "The Poet".....L. ELLA NICKELSON.  
Essay, "The Tyranny of Fashion".....CAROLINE B. READ.  
Chorus, "Nature's Sylvan Choir".....  
Essay, "A Leaf from the History of New Jersey".....J. FLETCHER STREET.  
Recitation, "The Stoner Sensation".....J. L. Harbour.

MABEL F. PRICE.

Chorus, "The Forest Song".....  
Essay, "The Gift of Euterpe".....GRACE M. WILSON.  
Essay, "The Search for the Unknown".....LAURA G. HIBBS.  
Chorus, "Dashing on Before the Gale".....  
Recitation, "Kentucky Belle".....Constance Fenimore Woolson.

JEAN G. GRAY.

Essay, "The Turk in Europe".....E. ROBERTA KNODLE.  
Instrumental Solo, a. "The Butterfly".....Calixa Lavallee.  
b. "Erinnerung".....Schumann.

GRACE M. WILSON.

CONFERRING DIPLOMAS.

SENIOR CLASS DAY, TUESDAY AFTERNOON,  
JUNE 8th, 1897.

## PROGRAM.

1. Chorus.....Senior Class.
2. Class History.....Isabel M. Atkinson.
3. Class Alphabet.....Ella S. Carter.
4. Class Prophecy.....Emily E. Rockhill.
5. Instrumental Solo.....Grace M. Wilson.
6. Presentation of Gifts to School.....Frances E. Vansciver.
7. Presentation of Gifts to Class of '97.....Mary P. Walnut.
8. Presentation of Gifts to Classes of School.....Siegmond H. Levin.
9. Class Song.....Senior Class.



## GRADUATES.

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Name.	Residence.
Atkinson, Isabel M.....	Edgewater Park.
Carter, Ella S.....	Beverly.
Gray, Jean G.....	Beverly.
Hibbs, Laura G.....	Riverton.
Knodle, E. Roberta.....	Beverly.
Levin, Siegmund H.....	Beverly.
Nickelson, L. Ella.....	Beverly.
Price, Mabel T.....	Beideman.
Read, Caroline B.....	Beverly.
Rockhill, Emily E.....	Beverly.
Street, J. Fletcher.....	Beverly.
Vansciver, Frances E.....	Stevens.
Walnut, Mary P.....	Riverton.
Wilson, Grace M.....	Beverly.
Wood, Mary L.....	Stevens.





## REGISTRY.

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The following is the enrollment of the students of the Farnum School,  
with their classification at the close of the year :

### High School Department.

Name.	A CLASS.	Residence.
Atkinson, Isabel M.....		Edgewater Park.
Carter, Ella S.....		Beverly.
Gray, Jean G.....		Beverly.
Hibbs, Laura G.....		Riverton.
Knodle, E. Roberta.....		Beverly.
Levin, Siegmund H.....		Beverly.
Nickelson, L. Ella .....		Beverly.
Price, Mabel T.....		Beideman.
Read, Caroline B.....		Beverly.
Rockhill, Emily E.....		Beverly.
Street, J. Fletcher.....		Beverly.
Vansciver, Frances E.....		Stevens.
Walnut, Mary P.....		Riverton.
Wilson, Grace M.....		Beverly.
Wood, Mary L.....		Stevens

### B CLASS.

Bentley, Martha A.....	Burlington.
Betticher, Charles E.....	Beverly.
Brick, John Q, Jr.....	Bridgeboro.
Conard, Mabel D.....	Beverly.
Dougherty, Mary A.....	Florence.
Emlen, Emma F.....	Florence.
Fish, Bertha .....	Beverly.
Hunter, Harry W.....	Delanco.
Irwin, May D.....	Beverly.
Moody, Grace M .....	Delanco.
O'Brien, Rose T.....	Burlington.
Parker, Florence G .....	Burlington.
Platt, Frank B.....	Burlington.
Rogers, Charles C .....	Beverly.

Name.	Residence.
Rue, S. Potter.....	Beverly.
Russ, Bertha M.....	Beverly.
Schermerhorn, Celia W.....	Burlington.
Shaw, Kathleen R.....	Burlington.
Smith, Mary A.....	Riverton.
Smith, Ida May.....	Beverly.
Simon, Ella P.....	Beverly.
Vansciver, Rena J.....	Beverly.
Wilder, Clara.....	Beverly.

## C CLASS.

Betticher, Julius C.....	Beverly.
Blyler, Earl R.....	Beverly.
Blyler, Walter T.....	Beverly.
Bramall, Sarah L.....	Riverside.
Bryan, Agnes R.....	Beverly.
Bryan, Martha P.....	Beverly.
Carty, Linda C.....	Florence.
English, C. Clement.....	Beverly.
Graff, Filson.....	Riverton.
Gray, Sade F.....	Beverly.
Lambert, Chauncey B.....	Riverside.
Lane, Albert M.....	Beverly.
Massey, Abbie B.....	Burlington.
Purcell, Paul B.....	Beverly.
Shedaker, Irene.....	Beverly.
Steuber, Alma.....	Riverside.
Stiles, Anna R.....	Riverton.
Woertz, Howard T.....	Beverly.

## Grammar School Department.

## A CLASS.

Albury, Claribel.....	Beverly.
Arndt, Laura M.....	Riverside.
Atkinson, Robert J.....	Edgewater Park.
Bailey, Edna B.....	Beverly.
Chambers, Katharine M.....	Beverly.
Craythorn, Howard D.....	Beverly.
Denniston, Mabel G.....	Beverly.
Freck, Bessie.....	Bridgeboro.
Hippenstiel, J. Marie.....	Delanco.
Jones, Gertrude M.....	Delanco.
Levin, Morris R. H., Jr.....	Beverly.
Ourt, Anna L.....	Riverton.

Name.	Residence.
Rue, Fannie E .....	Beverly.
Scattergood, Eugene.....	Columbus.
Walnut, Elizabeth T.....	Riverton.

## B CLASS.

Baird, Adelaide B.....	Beverly.
Cortright, Annie R.....	Beverly.
Craige, John H.....	Beverly.
Eldridge, Pearl B.....	Beverly.
Fish, Eliza F.....	Beverly.
Graff, Egbert.....	Riverton.
Gray, Alan P.....	Beverly.
Perkins, Florence M.....	Beverly.
Perkins, Frank D.....	Beverly.
Perkins, Myrtle F.....	Beverly.
Quigley, J. Fletcher.....	Beverly.
Schneider, Harry A.....	Delanco.
Taylor, F. Blair.....	Beverly.

## C CLASS.

Baird, J. Alan.....	Beverly.
Beatty, Albert E.....	Beverly.
Conard, William K.....	Beverly.
Cortright, Edwin K.....	Beverly.
Hansell, Joseph F.....	Delanco.
Mann, Philip.....	Beverly.
Merritt, Frederick A.....	Beverly.
Neely, Walter C.....	Beverly.
Platt, Albertus R.....	Burlington.
Welsh, William A.....	Beverly.

## D CLASS.

Atkinson, Albert A.....	Edgewater Park.
Barker, Mary E .....	Beverly.
Bryan, Isabel A.....	Beverly.
Hippenstiel, Allen.....	Delanco.
Jones, Frank P., Jr.....	Delanco.
Perkins, Julia S .....	Beverly.
Perkins, T. Oliver.....	Beverly.
Platt, Alfred Everett.....	Burlington.
Rue, Mollie E .....	Beverly.
Steel, Louis D.....	Delanco.
Taylor, S. Nelson.....	Beverly.

## Primary.

## A CLASS.

Name.	Residence.
Adolph, Alfred W.....	Edgewater Park.
Rockhill, Annabel.....	Beverly.
Vallance, Egbert.. .....	Beverly.
Vallance, Howard.....	Beverly.
Vansciver, Harold K.....	Beverly.

## B CLASS.

Adolph, Ellwood W.....	Edgewater Park.
Bryan, Louis K.....	Beverly.

## C CLASS.

Adolph, George W.....	Edgewater Park.
Fish, Julia C.....	Beverly.
Lane, Louis V.....	Beverly.
Perkins, Earl E .....	Beverly.
Perkins, Mitchell B.....	Beverly.

## D CLASS.

Gravatte, Charlotte V.....	Beverly.
Howard, Grace.....	Beverly.
Krim, Karl.....	Beverly.

## Summary.

	Males.	Females.	Total.
Total enrollment during first quarter.....	53	57	110
" " " second quarter.....	34	62	116
" " " third quarter.....	51	64	115
" " " fourth quarter.....	48	62	110
" " for the year.....	56	64	120

## HIGH SCHOOL DEPARTMENT.

Enrollment in A Class.....	2	13	15
" " B Class.....	6	17	23
" " C Class.....	9	9	18

## GRAMMAR SCHOOL DEPARTMENT.

Enrollment in A Class.....	4	11	15
" " B Class.....	7	6	13
" " C Class.....	10	0	10
" " D Class.....	7	4	11

PRIMARY.			
	Males.	Females,	Total.
Enrollment in A Class .....	4	1	5
“ “ B Class .....	2	0	2
“ “ C Class .....	4	1	5
“ “ D Class .....	1	2	3
Total enrollment.....	56	64	120

The following pupils were admitted free of tuition charges upon the condition of their signing a contract to enter the State Normal School after completing the course in the Farnum School :

## A CLASS.

Name.	Residence.
Atkinson, Isabel M. ....	Edgewater Park.
Carter, Ella S. ....	Beverly.
Gray, Jean G. ....	Beverly.
Knodle, E. Roberta.....	Beverly.
Nickelson, L. Ella.....	Beverly.
Read, Caroline B.....	Beverly.
Rockhill, Emily E. ....	Beverly.
Vansciver, Frances E.....	Stevens.
Wood, Mary L. ....	Stevens.

## B CLASS.

Bentley, Martha A.....	Burlington.
Brick, John Q., Jr.....	Bridgeboro.
Dougherty, Mary A.....	Florence.
Emlen, Emma F.....	Florence.
Fish, Bertha.....	Beverly.
Irwin, May D.....	Beverly.
O'Brien, Rose T.....	Burlington.
Parker, Florence G.....	Burlington.
Schermerhorn, Celia W.....	Burlington.
Shaw, Kathleen R.....	Burlington.
Smith, Ida May.....	Beverly.
Vansciver, Rena J.....	Beverly.
Wilder, Clara.....	Beverly.

## C CLASS.

Bryan, Agnes R'.....	Beverly.
Bryan, Martha P.....	Beverly.
Carty, Linda C.....	Florence.
Shedaker, Irene.....	Beverly.
Steuber, Alma.....	Riverside.



## REMARKS.

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Farnum Preparatory School is located in the city of Beverly, noted for its healthfulness and beauty of situation, on a high bluff of the Delaware river, about fifteen miles from Philadelphia. The School is in the vicinity of some of the finest private residences to be found anywhere on the banks of the Delaware.

It was built by Paul Farnum in the year 1855, and on October 6th, 1856, it was formally opened. By an act of the Legislature, approved March 20th, 1857, it was made a part of the State School System, and placed under the control of the Trustees of the State Normal School, Mr. Farnum at the same time, by will, placing upon it an endowment of twenty thousand dollars.

### Objects.

The objects of the School are twofold—

*First.* To furnish to the citizens of Beverly and vicinity a well-organized and well-conducted school, and the best advantages for the proper education of their children.

*Second.* To act in conjunction with the Normal School in the work of preparing teachers for the public schools of the State.

That the first object is attained is obvious from the continued patronage, notwithstanding there are other excellent schools in the vicinity, and also by the positions taken by the graduates of the School in business and in professions other than teaching.

That the second object is attained is seen by the fact that the graduates are found as teachers in the public schools throughout the State, especially in the southern districts. It is true that the majority of these teachers are also graduates of the Normal School; for this School does not take the place of the work of the Normal, but prepares for it, the pupils leaving this School to finish at the Normal.

### Course of Study.

The curriculum includes Orthography, Reading, Declamation, Grammar, Composition, Rhetoric, Literature, Arithmetic, Algebra, Geometry, Geography, United States History, General History, Civil Government, English History, Drawing, Penmanship, Bookkeeping, Physiology, Zoology,



Botany, Latin (Grammar, Reader, Cæsar, Virgil, Cicero), Greek (Grammar, Xenophon, Homer). Beginning with September 10th, 1894, the arrangement of studies is the same as that of the Model School.

### Organization.

There are three departments, viz., the Primary, extending over four years; the Grammar School, extending over four years, and the High School, extending over three years.

Pupils intending to teach are admitted into the High School Department free of tuition charges, upon passing a satisfactory examination and signing the following contract, viz.: *The undersigned, having been admitted as pupils in the High School Department of the Farnum Preparatory School, hereby declare it is their intention to qualify themselves for the profession of Teaching; and they hereby engage, on leaving this School, to enter the New Jersey State Normal School to complete the necessary training for that profession, or in default thereof, they agree to pay the tuition charges for the time they have been members of the Preparatory Class.*

Any such pupils failing to be promoted two years in succession will not be allowed to re-enter the class.

These pupils are given daily lessons in teaching, and are required to assist the instructors in the work of the School.

Pupils desiring to pursue a select course of study, and who may not have time to pass through the course as marked out by the Faculty, may, under certain restrictions, choose from the studies of the other classes those they may wish. These will be charged for tuition at the rate of the class with whom, for the greater part, they recite.

### Promotion.

A standing of seventy per cent. is required for promotion from each subject. Examinations are held in September of each year for those pupils who fail to pass the examinations at the end of the preceding year.

Those pupils who pass a satisfactory examination after completing the work of the High School Department, are received into the second year of the Normal School, at Trenton, upon the recommendation of the Faculty of the Farnum School.

All pupils who complete the course of study prescribed by the Faculty will receive a Diploma of Graduation.

### Tuition.

*The tuition is payable quarterly in advance.* Pupils will not be allowed to continue a second term if the tuition of the previous term remains unpaid. By order of the Board this rule will be strictly enforced.

Charges are made from the week of entering the School. In case of expulsion from School, or absence without permission of the Resident Principal, there will be no drawback.

*No deduction in charge will be made for absence except in case of illness, and then for a period of not less than three weeks.* Pupils leaving School before the end of the term must pay for the whole term, unless a special arrangement is previously made.

#### Books.

Books are supplied free of charge if kept in good condition, allowing for ordinary wear and tear.

When any pupil shall lose, deface or injure a book, he will be required to pay for it within a week afterwards, or all his books will be recalled.

Pupils in the Preparatory Department, intending to teach, are charged one dollar per term for the use of books.

#### Reports.

*Quarterly Reports* of each pupil's standing in recitation, conduct and attendance are sent home. Parents are requested not to pass these reports over without a critical examination, as they are valuable in proportion as they are noticed.

#### Public Entertainments.

In June of each year commencement exercises are held in the school building. These exercises consist of essays, recitations, &c., in which only the members of Senior A Class take part. At other times during the year entertainments are given in which members of other classes take part.

#### Time of Opening.

The doors open in the morning for the admission of pupils at 8:30 o'clock. The daily sessions begin at 9 A. M. and close at 2:45 P. M.

#### Damages.

Students will be held liable for and obliged to pay all damages occasioned by them to any of the buildings and furniture beyond that of ordinary wear.



## FARNUM RATES OF TUITION.

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### Primary Department.

Class C, per quarter.....	\$4 00
Class B, per quarter.....	4 00
Class A, per quarter.....	4 00

### Grammar School Department.

Class D, per quarter.....	\$8 00
Class C, per quarter.....	7 00
Class B, per quarter.....	8 00
Class A, per quarter.....	9 00

### High School Department.

Class C, per quarter.....	\$10 00
Class B, per quarter..	11 00
Class A, per quarter..	12 00



## CALENDAR.

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First Quarter.....September 18th to November 19th.  
Second Quarter.....November 22d to February 4th.  
Third Quarter .....February 7th to April 15th.  
Fourth Quarter.....April 18th to June 14th.

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## VACATIONS, HOLIDAYS, &c.

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Christmas holidays.....December 24th, 1897, to January 8d, 1898.  
Summer vacation.....June 15th to September 13th, 1898.

Thanksgiving Day and the day following, Lincoln's Birthday, Washington's Birthday, Good Friday and Easter Monday, and Decoration Day.



STATE BOARD OF EDUCATION OF NEW JERSEY.

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Forty-fourth Annual Report

OF THE

New Jersey State Normal School

AND

ACCOMPANYING DOCUMENTS

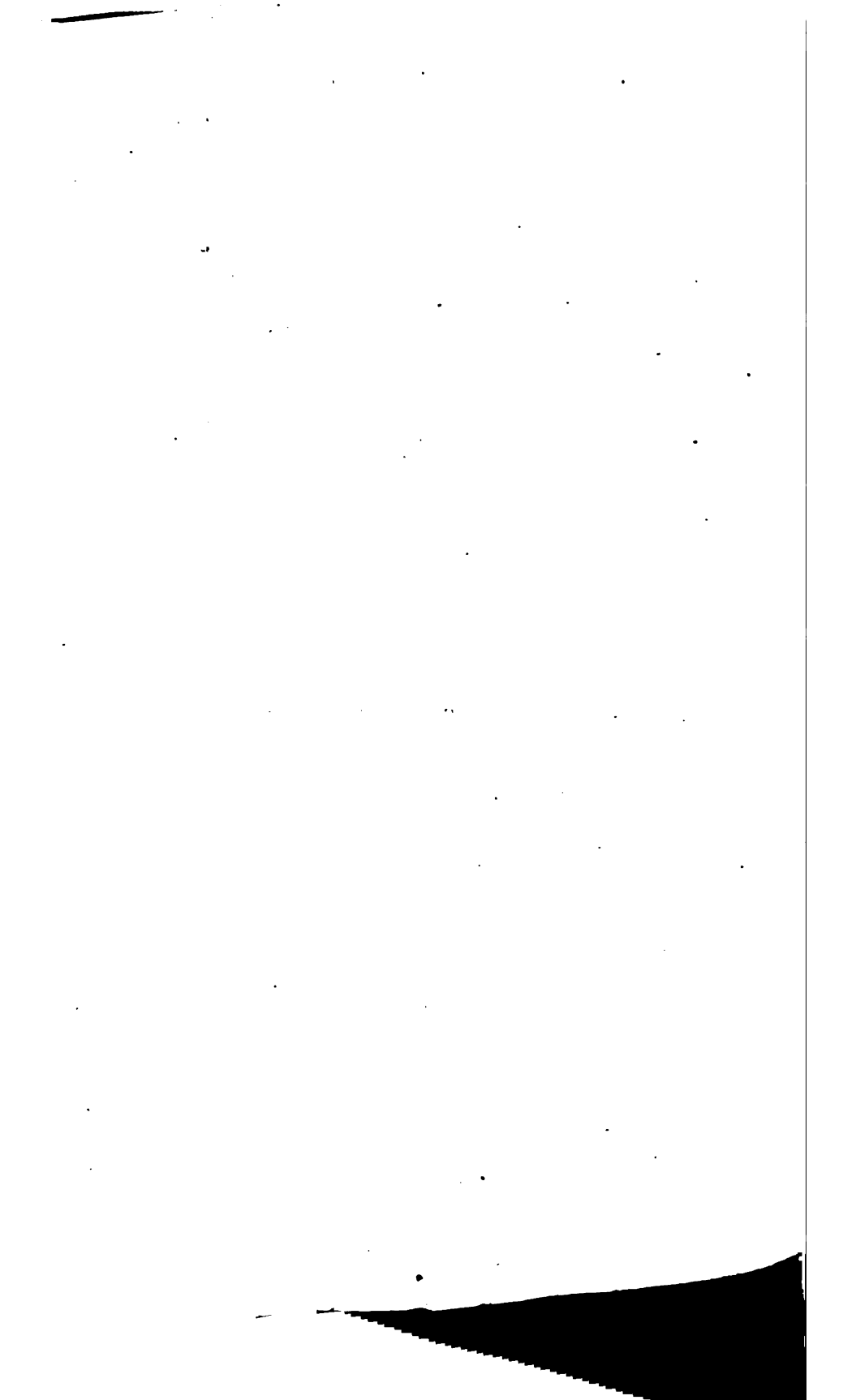
FOR THE YEAR ENDING JUNE 30TH,

1898.

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TRENTON, N. J.:  
THE J. L. MURPHY PUB. CO., PRINTERS.  
1898.









STATE BOARD OF EDUCATION OF NEW JERSEY.

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Forty-fourth Annual Report

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AND

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FOR THE YEAR ENDING JUNE 30TH,

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1898.



# MEMBERS

OF THE

## State Board of Education of New Jersey

---

*First District.*

BOND V. THOMAS, Millville; GEORGE A. FREY, Camden.

*Second District.*

J. BINGHAM WOODWARD, Bordentown; SILAS B. MORSE, Atlantic City.

*Third District.*

S. ST. JOHN MCCUTCHEN, Plainfield; T. FRANK APPLEBY, Asbury Park.

*Fourth District.*

STEPHEN C. LARISON, Hackettstown; GEORGE W. HOWELL, Morristown.

*Fifth District.*

FRANCIS SCOTT, Paterson; JOSEPH P. COOPER, Rutherford.

*Sixth District.*

JAMES M. SEYMOUR, Newark; JAMES L. HAYS, Newark.

*Seventh District.*

OTTO CROUSE, Jersey City; EVAN STEADMAN, Hoboken.

*Eighth District.*

BENJAMIN H. CAMPBELL, Elizabeth; JAMES OWEN, Montclair.



## OFFICERS OF THE BOARD.

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President,  
JAMES L. HAYS.

Vice President,  
S. ST. J. McCUTCHEN.

Secretary (*ex officio*) and State Superintendent,  
CHARLES J. BAXTER.

Deputy State Superintendent,  
J. BROGNARD BETTS.

Treasurer of Normal School,  
J. BINGHAM WOODWARD.

Treasurer of School for Deaf-Mutes,  
WILLIAM S. HANCOCK.

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## COMMITTEES.

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### FINANCE AND AUDITING.

George A. Frey                      James M. Seymour,                      J. Bingham Woodward,  
Evan Steadman,                      Silas R. Morse.

### GROUND'S AND BUILDINGS.

J. Bingham Woodward,                      George A. Frey,                      James M. Seymour,  
Joseph P. Cooper,                      James Owen,                      T. Frank Appleby,  
Stephen C. Larison.

### EDUCATION.

James Owen,                      Benjamin H. Campbell,                      George W. Howell,  
Silas R. Morse,                      Francis Scott,                      Otto Crouse,  
S. St. J. McCutchen.

### FARNUM SCHOOL, SCHOOL CENSUS AND APPORTIONMENT OF SCHOOL MONEYS.

Joseph P. Cooper,                      T. Frank Appleby,                      Stephen C. Larison,  
George W. Howell,                      Benjamin H. Campbell.

### LAW AND LEGISLATION.

Otto Crouse,                      Francis Scott,                      S. St. J. McCutchen,  
George A. Frey,                      Evan Steadman.





# REPORT OF STATE BOARD OF EDUCATION.

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## *To the Senate and General Assembly :*

In pursuance of law, there are presented herewith the detailed reports of the following institutions : The Normal and Model Schools, the Boarding Halls of the same and the Farnum Preparatory School.

From these reports it will appear that the past year has been the most successful in the history of these schools. The annual enrollment of the Normal was 737, an increase of 84 over that of last year. The Model enrollment was 576, an increase of 14 over that of last year. The Farnum enrollment was 137, an increase of 17 over that of last year. The total annual enrollment, 1,450, is an increase of 115 over that of the previous year.

The Normal School graduated 193, all of whom are now engaged in teaching. The average salary received by the class was \$41.60 per month, an increase of \$2.09 over that received by the class of last year.

The Model School graduated 17. Of these, 11 entered colleges, 3 entered the Normal School, and the remainder are at their homes.

The Farnum School graduated 13, of whom 8 have entered the Normal.

The general working character of all of these schools has been excellent, and they are constantly gaining in their strength and influence. The Normal and Model buildings have been thoroughly renovated and repaired. The class-rooms that had become disfigured by the interior repairs, have been repainted and papered.

The ventilation system has been completed and is working well.

A new system of heating and ventilating was put in the Farnum School building to replace the use of stoves and direct drafts, and the large assembly-room was partitioned. The building has been generally put in good condition.

Permit me to emphasize the need of increased accommodations at the Boarding Halls of the Normal School. Over 90 of the students of this school are now boarding in town. This arrangement is unsatisfactory in many ways.

Very respectfully submitted,

JAMES L. HAYS,

President.



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## TREASURER'S STATEMENTS.

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## TREASURER'S REPORT.

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Showing receipts and disbursements of the New Jersey State Normal School for the year ending August 31st, 1898.

### RECEIPTS.

Balance from old account.....	\$288 81
From State Treasurer.....	40,000 00
From tuition in Model School.....	21,782 52
From tuition in instrumental music.....	1,825 06
From use of books.....	2,630 00
From Boarding Hall Department.....	1,487 67

\$68,014 06

### DISBURSEMENTS.

Advertising.....	\$340 47
Apparatus.....	864 16
Books and stationery.....	3,606 55
Buildings and furniture.....	838 08
Express and postage.....	530 76
Fuel.....	1,615 73
Gas.....	217 45
Incidentals.....	1,165 83
Teaching instrumental music.....	1,451 64
Pianos.....	401 40
Salaries.....	56,440 48
Telegraph and telephone.....	173 80
Water.....	267 76
Motor service.....	600 00

\$68,014 06

## TREASURER'S SUPPLEMENTARY REPORT.

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Showing receipts and disbursements of the New Jersey State Normal School from September 1st, 1898, to October 31st, 1898.

### RECEIPTS.

From tuition in Model School.....	\$3,844 59
From tuition in instrumental music.....	232 45
From use of books.....	559 00
From temporary advance from Boarding Halls.....	3,138 40
	<hr/>
	\$7,274 44

### DISBURSEMENTS.

Advertising.....	\$46 50
Apparatus.....	56 98
Books and stationery.....	898 15
Buildings and furniture.....	150 25
Express and postage.....	78 60
Fuel.....	107 35
Gas.....	5 85
Incidentals.....	70 58
Salaries.....	5,652 50
Pianos.....	8 85
Cartage and work on grounds.....	75 00
Water.....	133 88
	<hr/>
	\$7,274 44

## TREASURER'S REPORT.

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Showing receipts and disbursements of the New Jersey State Normal School Boarding Halls for the year ending August 31st, 1898.

### RECEIPTS.

Balance from old account.....	\$5,628	25
Amount received from board.....	58,445	20
	\$64,073	45

### DISBURSEMENTS.

Repairs and improvements.....	\$4,224	45
Furniture.....	3,878	42
Fuel.....	2,283	61
Gas.....	1,628	32
Salaries.....	10,691	94
Rent.....	919	00
Water.....	191	26
Provisions.....	31,857	33
Insurance.....	120	00
Incidentals .....	409	92
Transferred to Normal School account.....	1,487	67
Cartage and work on grounds.....	223	05
Amount to balance.....	6,156	48
	\$64,073	45

## TREASURER'S SUPPLEMENTARY REPORT.

Showing receipts and disbursements of the New Jersey State Normal School Boarding Halls from September 1st, 1898, to October 31st, 1898.

### RECEIPTS.

Balance from old account.....	\$6,158 48
Amount received from board.....	18,660 00
	<u>\$19,818 48</u>

### DISBURSEMENTS.

Repairs and improvements...	\$1,189 07
Furniture.....	2,773 85
Fuel .....	72 28
Gas .....	57 60
Salaries .....	1,255 66
Rents ..	220 00
Water .....	94 50
Provisions .....	2,488 67
Incidentals.....	64 61
Cartage and work on grounds.....	70 25
Temporary advance to Normal School.....	3,138 40
Amount to balance.....	8,443 59
	<u>\$19,818 48</u>

Respectfully submitted,

J. BINGHAM WOODWARD,

Treasurer.

Audited and approved.

GEORGE A. FREY,

Chairman Committee on Finance and Auditing.

(18)





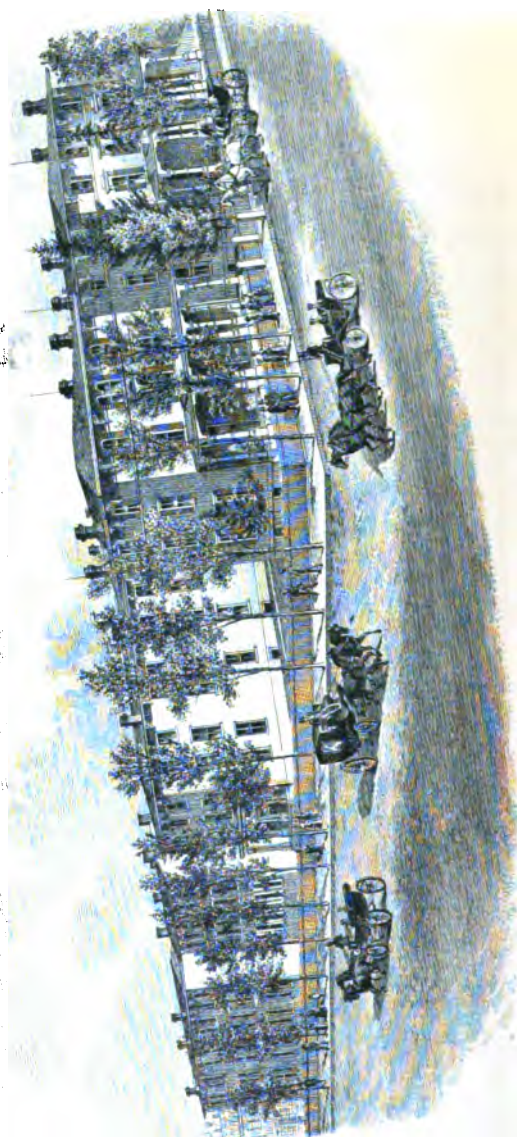
*To the Board of Education of the State of New Jersey :*

**GENTLEMEN**—I herewith submit the forty-fourth annual report of the New Jersey State Normal School, with its auxiliaries, the Model and the Farnum Preparatory Schools, for the school year ending June 30th, 1898.

**JAMES M. GREEN,**  
Principal.  
(15)







BOARDING HALLS OF THE STATE NORMAL & MODEL SCHOOLS.

## PRINCIPAL'S REPORT.

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[Extract from the School Law of New Jersey.]

"There shall be a Normal School, or Seminary, for the training and education of teachers in the art of instructing and governing the common schools of this State, the object of which Normal School or Seminary shall be the training and education of its pupils in such branches of knowledge and such methods of teaching and governing as will qualify them for teachers of our common schools."

"Each county shall be entitled to at least six times as many pupils in the school as it has representatives in the Legislature; and in case any county is not fully represented, additional candidates may be admitted from other localities on sustaining the requisite examination; the applicants shall give on admission a written declaration signed with their own hands, that their object in seeking admission to the school is to qualify themselves for the employment of public school teachers, and that it is their intention to engage in that employment in this State for at least two years, or refund to the State the cost of their tuition."

"The board of trustees are authorized to maintain a Model School, under permanent teachers, in which the pupils of the Normal School shall have opportunity to observe and practice the modes of instruction and discipline inculcated in the Normal School, and in which pupils may be prepared for the Normal School."

The past year was the most successful in the history of our schools. The total enrollment was largely in excess of that of any previous year, and the increase was shared by all of the departments, Normal, Model and Farnum.

The enrollment in the Normal ran much over six hundred, the limit that had been set as the number we could accommodate in the classes. This was permitted owing to the fact that no time previous to the opening of the schools in September had been set for deciding upon admissions; hence, when the applicants presented themselves in September, qualified to enter, and at a date too late to make arrangements to go elsewhere, it seemed advisable to receive them and do the best we could by them, rather than turn them away. The possibility of a recurrence of this contingency was avoided by fixing June

15th hereafter as the date for deciding the fall admissions, and by placing the entrance examinations still earlier in June, the dates to be fixed from time to time, and to fall within our Senior vacation, that the applicants may be roomed at the halls during the examinations if they so desire.

The number of applicants for the term opening in September, 1898, was very much in excess of the number that could be received. What the excess would have been cannot be exactly determined, as it soon became known that the quota was filled and many who had written for the conditions of admission dropped the correspondence, but it is safe to say that the number was sufficiently large to constitute the entrance class to another good-sized Normal School. All of the graduates of the Normal who were ready to begin teaching have received appointments at an average salary considerably higher than that received by the last class.

The graduates of the Model and Farnum Schools were successful wherever they applied to enter higher institutions of learning.

The Bureau of Information recommended in several previous reports, and established by your act during the year, has been of marked assistance in securing appointments for our graduates, as well as other teachers of the State. Though it was late in the year before it was thoroughly organized for work, it became well known and made the initiation for greatly increased usefulness in the future. If the State is to reap the highest benefits of its energies in preparing teachers, it must encourage these teachers by the greatest facilities in securing appointments.

The plan for increased facilities for practice or apprentice-teaching, suggested in my last report did not seem to you practicable because of the appropriation involved, and you in your wisdom decided to ask the Legislature to empower the sending of the members of the graduating class into such of the districts of the State as the State Superintendent might determine upon, after due investigation and conference with the local boards, and under such restrictions as the local boards might prescribe. The Legislature refused to grant this privilege. At your request the State Superintendent invited about ninety cities and towns to receive students from the class for purposes of observation, apprenticeship and substitute-teaching.

Cordial acceptances were received from over fifty places, providing for more than three times the number in the class. This response was

very gratifying indeed, and expresses in no mistakable terms the growing interest of the people in the State system.

This plan is designed to bring the Normal School in closer touch with the schools of the State by introducing its students to the actual conditions they will meet when they go out to teach.

The plan is unique, and something of an experiment. It can undoubtedly be made a success if continued in the right spirit, and if successful it will solve a very difficult problem in the economy of training teachers. There is a widespread error abroad growing out of the mistaken understanding of the term "practice teacher." He has been supposed to gain experience at the expense of the pupil, somewhat as the prospective physician is supposed to gain experience at the expense of the patient in the clinic. But as the prospective physician gains his experience under the most skillful advisers, to whom he frequently becomes assistant without expense to the patient, so the Normal student may easily become an assistant to a skillful teacher and gain his experience without detriment to the pupils—on the other hand, oftentimes with at least indirect benefit to them.

Permit me to again remind you of the lack of sufficient accommodations at our Boarding Halls. During the year, over ninety of our students were obliged to find accommodations for board at various places in town. While the ladies boarding the students have done the best they could by them, the conditions are unsatisfactory. It is embarrassing for parents from a distance to be obliged to seek boarding places for their children, and it is impossible to establish as carefully-disciplined habits among these outside boarders as prevail in the Halls.

It would be wise economy to increase the size of the Boarding Halls so that they would accommodate at least one hundred more students.

The recommendation for summer schools, made in two previous reports and met by your approval, when introduced in the Legislature had the misfortune of being overshadowed by the other features of the bill of which it was a section.

Time and conditions impress still more strongly the wisdom of establishing such schools.

Many of those entering the work of teaching for the first time could, through them, get an introduction to pedagogy that would be a valuable guide to them in their work, and at the same time make



them conscious of what is involved in trained teaching. It is pitiable in this day to still hear of teachers discussing the relative value of trained and untrained work in the manner assumed by the quack doctors when schools of medicine were proposed. No teacher will do this when she becomes acquainted with the real meaning of pedagogy.

These schools should only be compulsory for beginners. They could be so arranged that experienced teachers could get work in them. Every summer a large number of our teachers are pilgrims to distant summer schools. These pilgrimages have their value, but they cannot be as large as the number who need these advantages; besides, it would be nice to have some pilgrims coming this way.

The advanced work mentioned in the last report has been inaugurated, and we have a number already who have taken it up.

The High School Association continues to be a most valuable aid to us in our work. The subjects discussed in the meetings are very beneficial in the spread of good methods of high school work, and thus indirectly benefit those who are to come to us.

The increase in the number of high school graduates we are receiving is very encouraging. We have now about 300 in the school, and we are receiving from 125 to 150 new ones each year.

We have been able, owing to the numbers we have received, to establish a distinctly high school graduates' course, the particulars of which appear in the conditions for admission.

Occasion is taken in this introductory part of the report to invite your close attention to the tables and fuller particulars that follow these tables. The one giving the quotas from the counties throws much light on what might be called local centers of educational interest.

In closing this part of the report, I wish again to acknowledge the sympathetic support received by the school from your honorable body; also, the active aid and co-operation received from the many superintendents and principals throughout the State.

#### ATTENDANCE.

##### *Normal.*

	Males.	Females.	Total.
First quarter.....	71	610	681
Second quarter.....	69	602	671
Third quarter .....	71	581	652
Fourth quarter.....	70	577	647

Total number of different students enrolled during the year, 787. Males, 84; females, 653.

*Model.*

	Males.	Females.	Total.
First quarter.....	217	818	585
Second quarter.....	218	807	525
Third quarter.....	217	287	516
Fourth quarter.....	215	276	491

Total number of students enrolled during the year, 576. Males, 240; females, 336. The average attendance per quarter was 516. Males, 217; females, 297.

*Farnum.*

	Males.	Females.	Total.
First quarter.....	54	72	126
Second quarter.....	54	72	126
Third quarter.....	52	75	127
Fourth quarter.....	58	72	125

Total number of students enrolled during the year, 137. Males, 62; females, 75.

The Normal enrollment exceeds that of last year by 84. The Model enrollment exceeds that of last year by 14, and the average attendance is 8 more than that of last year. The enrollment in the Farnum is 17 more than that of last year, making the total annual enrollment 1,450, or 115 more than that of last year.

## GRADUATES.

The number of students graduated from the Normal School during the year was 193, of whom 20 were males. All of these graduates are now teaching, with the exception of 13.

The average monthly salary received by the class is \$41.60, an increase of \$2.09 over the class of last year. The class of 1897 have raised their average salary from \$39.51 to \$42.20.

The thirteen not engaged in teaching are accounted for by post-graduate work, illness, in two cases by marriage and in one case by death.

The increase in the average salaries is encouraging. In comparing the average salaries with the general average salaries received in the State it must be borne in mind that ours are for the first two years of teaching.

The following table will be of interest, showing our comparative standing in the different counties :

Counties.	Number in Normal.	Number of graduates of N. J. Normal employed.	Number of Normal graduates, including those from other States.	Number of graduates of 1887. employed.
Atlantic.....	23	33	41	10
Bergen .....	31	145	167	31
Burlington .....	39	53	55	4
Camden.....	16	46	56	1
Cape May.....	18	6	7	0
Cumberland.....	46	26	32	3
Essex .....	43	110	233	22
Gloucester.....	14	27	29	3
Hudson.....	34	47	86	11
Hunterdon .....	57	25	31	12
Mercer .....	96	87	90	4
Middlesex.....	58	36	40	18
Monmouth .....	58	101	181	16
Morris .....	36	57	82	18
Ocean .....	8	5	17	2
Passaic .....	15	49	94	8
Salem.....	19	16	30	3
Somerset.....	24	40	57	6
Sussex.....	9	10	20	0
Union.....	39	40	104	5
Warren .....	23	14	19	2

There were 31 students from other States.

The number of graduates of the Model School was 17; 5 males and 12 females. Of these, 3 entered the Normal School, 11 entered colleges or preparatory schools other than Normal, and 3 are at home.

The number graduated from the Farnum School was 13, of whom 8 have entered the Normal School.

Further particulars concerning the Farnum School will be found in the last part of this report.

#### TEACHERS.

The following changes have taken place in our corps of teachers: Miss Amelia Cooper Hewitt, who had been for a number of years a most efficient teacher in our Department of Chemistry, resigned. Miss Annie Heath Thomas was appointed to fill the vacancy thus created. Miss Thomas was graduated from the Philadelphia Normal School, where she took highest honors, and afterward from Bryn Mawr College, where she again took the highest honors. After re-

ceiving the regular course degree, she took a second degree in her special department of chemistry. Her experience in teaching had been mainly confined to practice work, but her extended scholarship and familiarity with her subject made her at once at home in her department.

Miss Florence Wells Slater was appointed to assist in the Department of Botany and Zoology, the work in that department having grown beyond the capacity of one teacher. Miss Slater received her early education in North Carolina. After teaching several years in St. Mary's School, Raleigh, she took the course at Cornell, specializing in Botany and Zoology under Prof. John Henry Comstock. She has had considerable experience in summer school work, and comes to the department with a ripeness of training.

Owing to the growth of the work in the Department of Psychology, Miss Harriet Alden was appointed assistant instructor. Miss Alden was graduated from the Elementary Course in our Normal School in 1890. After teaching with marked success for a number of years in the public schools, she completed the advanced course at the Normal School and took a special course in Barnard College. She had the advantage of being familiar with the forms of work in our Department of Psychology, hence was able to carry them out so that complete uniformity might exist in the Department.

Miss Nellie Elizabeth Lair was appointed assistant in the Kindergarten, owing to the growth of that Department. Miss Lair was graduated from our school in February of 1898, and took a special course in Kindergarten, thus equipping herself for the work she has undertaken.

In addition to the usual faculty meetings for consultation on the current questions of the school, a series of formal faculty meetings were held at which were discussed the following questions: Relation of School Discipline to Moral Education, Relation of Nature Studies to the School Curriculum, The Theory of Promotion and Practical Plan of Same, Manual Training and Drawing. At one of the meetings, President Charles De Garmo, of Swarthmore College, gave a very able address. The discussion upon all of the above questions gave evidence of careful preparation, and had the effect of showing our faculty to be in touch with the leading thought of the day.

Our school was represented on the general program of the National Educational Association at Washington, on several of the department

programs, at the State Teachers' Association, at nearly all of the county institutes, at a number of the county associations, and at a number of the summer schools. Our teachers have from time to time taken advantage of opportunities to visit other normal schools and leading educational institutions of the various characters.

We have in turn received a large visitation from teachers of other institutions. This visitation is one of the most effective features in keeping schools progressive, and our school has felt its influence in a decided manner.

#### COURSE OF STUDY.

The course of study of an institution is always the type of its conception of the requirements of the conditions under which it is placed.

The curriculum mapped out for our Model School has proven most satisfactory in meeting the requirements of the various colleges and technical schools to which our graduates go, as well as the needs of practical business life.

This course was formulated as a result of careful inquiry into the curricula of leading schools of a similar character, as well as familiarity with the opinions of leading educators. It is not what might be called a strictly college preparatory course.

That which is known as a preparatory course simply fits the student for the entrance examinations of the institutions for which they are preparing, and in many cases omits subjects of common necessity, such as Bookkeeping, Drawing, Physiology, Geography, &c., which the colleges assume their students to have had. Such schools cannot be regarded as meeting the demands of a well-rounded secondary education, however well they may meet college entrance requirements.

Our Model School may be said to meet both of the above requirements.

The course of study in the Normal School was found well adapted for students who had not had a high school education before coming to us, but as the number of high school graduates entering the Normal had increased to large proportions, it was found advisable to arrange a course especially adapted to them. The outline of this course will be found in a subsequent part of this report under "Conditions of Admission." Its main features differ from the other course in extending the time given to methods and abbreviating the time given to subject-matter in the various branches.





NORTH VIEW, INCLUDING GYMNASIUM.

Many persons in reading the requirements for admission to the Normal School make the mistake of confusing the ordinary notion of academic subjects with that which is required for teaching. It should always be borne in mind that the teacher requires a much more full and mature knowledge of a subject than is necessary for ordinary business purposes or admission to the different colleges.

From time to time entertainments were given, care being taken in the forming of the programs to have produced only such matter as was elevating in its influence.

The following programs will convey an idea of this side of our school life:

#### CHRISTMAS.

Immediately previous to the closing of the school for the Christmas vacation, in keeping with the Christmas spirit, several of the classes had little programs of their own.

In the Kindergarten Department, there was arranged a Christmas tree, with gifts, most of which were made by the little ones themselves, and the children sang Kindergarten songs appropriate to the occasion.

The following program was carried out in the Auditorium:

1. Chorus....."Jolly Winter."  
Grammar A and B Classes.
2. Recitation..... A selection from "Marmion."  
Charles Bamford.
3. Solo and Chorus....."Ring Out, Wild Bells."  
Miss Pierce and B-1 Normal.
4. Piano Quartet, with tambourine, triangle and castinet accompaniment.  
Misses Woolman, Patterson, Ross, Waterman, Weatherby,  
Davison and Bartlett.
5. Essay.....Christmas in the Klondike.  
Earl Anderson.
6. Chorus, "Nazareth"..... Gounod.
7. Recitation....."Don't You, Charlie?"  
Miss Minnie C. Tomlinson.
8. An Original Holly Drill.....  
Eight Grammar A Girls.
9. Christmas Carol....."O Little Town of Bethlehem."  
Boys of A Grammar.
10. An Original Story.....The Newsboy's Christmas.  
Miss Janet Curtis.
11. Hallelujah Chorus.....From the "Messiah."



## ARBOR DAY, 1898.

1. Chorus, "My Country, 'Tis of Thee"..... State Schools.
2. Essay, Some Wild Flowers of Spring.. .....Benj. E. Messler.
3. Piano Solo, Greeting to Spring. ....Grieg.  
Miss Alma Austin.
4. The Common Blue Violet—A Reproduction.....Hazel Poole.
5. Recitation, Planting a Tree..... Lucy Larcom.  
Miss Elizabeth S. Spring.
6. Song, The Forest.....Mendelssohn.  
Selected Members of Model High School.
7. Essay, Wordsworth and Nature. ....Miss Claire Raymond.
8. Chorus, "Ever Joyful".....B-1 Normal.
9. Recitation, "What the Burdock is Good For".....Helen Levy.
10. Song, The Holiday.....Vincent.  
Grammar C Girls.
11. Chorus, "The Star Spangled Banner".....State Schools.

At the close of the programme, the Principal announced that the contribution of the schools in honor of the day amounted to \$112.20, to which had been added \$100 from the net receipts of the school store. The school favored decorating the Auditorium, and \$175 of the money would be applied to an ornamental frieze, patterned after Walter Crane's design "Spring;" that a number of rare ornamental trees had been planted on the grounds, and that the small balance would be expended in pictures for the decoration of the building.

## SOIREE FRANCAISE, FRIDAY EVENING, MAY 13th, 1898.

*By the Classes in French of the State Schools.*

## PART I.

"Les Cuisinières." Comedy in one act, by Le Mercler de Neuville. Scene—Kitchen in Madame Beloiseau's house.

## CHARACTERS.

Madame Beloiseau, aged 80.....Miss Waterman.  
Francoise, her cook, aged 22.....Miss MacCrellish.  
Ernestine, her maid, aged 18.....Miss Raymond.  
Heloise, milliner's apprentice, aged 17.....Miss Rogers.  
Cathrine, another cook, aged 25.....Miss Heinsheimer.  
Virginie, another cook, aged 30.....Miss Compton.  
La Mère Grobec, Francoise's mother.....Miss Hixson.

## PART II.

La Marseillaise.....The pupils of the classes in French.

## SYNOPSIS OF "LES CUISINIÈRES."

Madame Beloiseau instructs her cook to prepare for an evening dinner which her husband wishes to give.

After telling the maid to expect her hat from the milliner, she starts without an umbrella for a day in the country.

The cook and maid being left alone, plan a dinner of their own. The cook goes to market and invites two other cooks, while the maid receives the milliner with madame's hat, and prevails on her to stay. They go to inspect the house, while the cook is visited by her mother, who has another position in view for her.

The party is finally assembled and vigorously discussing one another's affairs when a ring announces the return of the lady of the house. She has been caught in the rain, and is angry when she discovers the state of affairs, in spite of an attempt at concealment. She threatens to discharge the cook, but relents when flowers arrive to remind her that it is her birthday, which is to be celebrated by her husband.

## VETERANS' DAY.

The schools assembled in the Auditorium at 10:30 and carried out the following exercises :

Chorus ..... "America."  
"Song of the Flag"....Solos by Masters Jeffries Beasley and Harry Morgan.

Chorus by boys from Grammar B and C grades.

Chorus ..... "Star Spangled Banner."

Address ..... By the Principal.

Kellar's American Hymn.....By the Glee Club.

Chorus from the Normal Seniors.

Address, By Rev. J. Richards Boyle, a veteran of the Civil War. Dr. Boyle took as the subject of his address "Two Great Scenes of the Civil War, the Battle of Gettysburg and the Campaign at Chattanooga." He gave a most accurate and eloquent description of these great battles, in which was shown not only the masterly generalship of their great commanders, but also the bravery of the men and the valiant manner in which they executed the commands. And still further, the meaning of the results of these conflicts to the war as a whole.

Saluting of the Flag, Chorus..... "Red, White and Blue."

Prayer for the Flag ..... Rev. John W. Morris.

Chorus..... "America."

CONCERT BY THE STATE SCHOOLS GLEE CLUB FRIDAY,  
JANUARY 21ST, 1898.

## I.

Minuet ..... *Ravina.*  
Prof. Skilton.

## II.

## CANTATA.

"THE WRECK OF THE HESPERUS."

Words by Longfellow.

Music by Thomas Anderton.

Soloists— { Miss Theresa Bartlett, Soprano.  
Prof. Polemann, Tenor.  
Dr. H. B. Boice, Bass.  
Reader—Miss Carolyn Street.

## III.

Barcarolle ..... *Tchaikowski.*  
Prof. Skilton.

## IV.

Trio, Fair Flowers, Good Night! ..... *Abt.*  
Misses Mary Davison, Clare Raymond, Lulu Lake.

## PERSONNEL OF STATE SCHOOLS GLEE CLUB.

*Sopranos.*

Theresa W. Bartlett,  
Hattie M. Cobb,  
Jennie L. Farroat,  
Mary E. Davison,  
Gertrude Weatherby,  
Frances M. Reeve,  
Dorothy Q. Rosenkrans,  
Eva D. Robson,  
Clare S. Raymond,  
Helen F. Stites,  
Ethel M. Curtis,  
Caroline A. Barter.

*Altos.*

Olive Newell,  
Mary L. Lake,  
Ada M. Rogers,  
Mary R. Curtis,  
Carrie M. Fowler,  
Ethel M. Van Horn.

*Tenors.*

Ira A. Collins,  
Wm. H. Conners,  
Albertson Creamer,  
O. W. Flavelle,  
Charles G. Hall,  
Charles C. Hewitt,  
William Z. Stevens,

*Basses.*

Geo. A. Birklund,  
John D. Brands,  
C. B. Dixon,  
Geo. P. Heale,  
R. M. Hutton,  
Edw. Rittenhouse.  
C. E. A. Walton.

Director—Miss Alice Brooks.

Pianist—Prof. Skilton.

# STATE NORMAL SCHOOL REPORT.

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The following complimentary concerts were given under the auspices of the Department of Instrumental Music :

## THURSDAY, OCTOBER 7th, 1897.

Miss Cecile A. Stollberg, of New York, Soprano.

John C. Griggs, Ph.D., of the Metropolitan College of Music, New York, Baritone.

Professor Charles S. Skilton, of the State Schools, Piano.

Creole Lover's Song, }  
Sunset, } ..... *Buck.*  
Bedouin Love Song, }

Eldorado..... *Skilton.*

The Brook..... *Caia Aarup.*

Dr. Griggs.

Thou Art Mine All..... *Bradsky.*

My Heart at Thy Sweet Voice..... *St. Saens.*

Miss Stollberg.

Ballad in G Minor..... *Chopin.*

Professor Skilton.

Eliland, the Monk. A cyclus of ten songs..... *Von Fielitz.*

(The poems of these songs were written about one thousand years ago by a German monk, relating his love for the nun Irmingarde. The Abbot compelled him to destroy them, and he buried them in an iron casket in the forest. A few years ago they were excavated by workmen digging a cellar, and the following music was composed for them.)

Dr. Griggs.

The Water Lily ..... *Kucken.*

One Spring Morning..... *Nevin.*

Love's Philosophy..... *Jordan.*

At Parting..... *Rogers.*

Forever Mine..... *Greene.*

Miss Stollberg.

Ballad of the Flying Dutchman..... *Wagner-Liszt.*

Professor Skilton.

Duets, { Hymn..... *Homer.*

{ Calm as the Night..... *Gotze.*

## FRIDAY, NOVEMBER 12th, 1897.

Miss Charlotte Riley, of New York, Soprano.

Miss Minnie Coxon, of the State Schools, Violin.

Prof. Otto Polemann, of the State Schools, Tenor.

Prof. Charles S. Skilton, of the State Schools, Piano.

Miss Marjory Seddon, Accompanist.

Prof. Karl A. Langlotz, Viola and Violin Obligato.

Trio—For Violin, Viola and Piano.....	<i>Vieuxtemps.</i>
Miss Coxon, Prof. Langlotz and Miss Seddon.	
My Queen.....	<i>Blumenthal.</i>
Prof. Polemann.	
Heart's Delight.....	<i>Gilchrist.</i>
Irish Folk Song.....	<i>Foot.</i>
Sancta Maria (with Violin).....	<i>Faure.</i>
Miss Riley.	
Forest Scenes.....	<i>Skilton.</i>
A Stormy Night.	
*A Legend.	
A Frolic.	
Prof. Skilton.	
Duet, The Angel.....	<i>Rubenstein.</i>
Miss Riley and Prof. Polemann.	
<p>* In a rural district of North Carolina, it is related that a child, in search of berries, wandered from her companions and fell asleep in the forest. When she awoke, it was nearly dark and she was alone. She heard in the distance a prolonged cry, which she supposed to be that of another child; she strove to answer, but an invisible hand seemed pressed upon her lips; she strove to rise, but an invisible force held her fast. Unable to speak or move, she lay quiet until the cry grew inaudible. Soon after, her parents found her, and explained that the cry was that, not of a child, but of a panther. They believed that an angel had been sent to repress the call that would have given the little one as a prey to the wild beast.</p>	
Air Varié—For Violin.....	<i>Vieuxtemps.</i>
Miss Coxon.	
Come Where the Lindens Bloom.....	<i>Buck.</i>
Murmuring Zephyr.....	<i>Jensen.</i>
Prof. Polemann.	
The April Girl.....	<i>Fairlamb.</i>
Little Boy Blue.....	<i>Nevin.</i>
I've Something Sweet to Tell You.....	<i>Fanning.</i>
The Kerry Dance.....	<i>Malloy.</i>
Miss Riley.	
Moonlit Nights, } .....	<i>Tchaikowski.</i>
Barcarolle, }	
Prof. Skilton.	
Good Bye, }	
My Love and I, }	<i>Tosti.</i>
Prof. Polemann.	
Duet, Oh, That We Two Were a-Maying.....	<i>Smith.</i>
Miss Riley and Prof. Polemann.	

TUESDAY, DECEMBER 21st, 1897.

## PART I.

Torchlight Dance.....	<i>Rubinstein.</i>
Misses Allen and Brandis.	
Faust Fantasie—for Violin.....	<i>Gounod-Alard.</i>
Mr. Stretch.	
{ Fantasie in C Minor.....	<i>Mozart.</i>
{ Second Piano part.....	<i>Grieg.</i>
Misses Lull and Newman.	
My Queen.....	<i>Blumenthal.</i>
Prof. Polemann.	
The Chase.....	<i>Bachmann.</i>
Miss Jessie Ely.	
Gavotte .....	<i>Mosby.</i>
Miss North.	
Prelude in E Minor.....	<i>Mendelssohn.</i>
Miss McNamara.	
Canzona—for Violin.....	<i>Raff.</i>
Mr. Stretch.	

## PART II.

Nazareth .	<i>Gounod.</i>
Misses Bartlett, Davison, Raymond, Sopranos.	
Newell, MacCrellish, Lake, Altos.	
Messrs. Hewitt, Bilderback, Flavell, Tenors.	
Rittenhouse, Walton, Birklund, Bases.	
Accompaniment—Misses Austin and Weatherby.	
Hungarian Serenade.....	<i>Joncieres.</i>
Miss Lake.	
Czardas .....	<i>Heller.</i>
Miss Beckers.	
Poem, op. 81, No. 2.....	<i>McDowell.</i>
Miss Austin.	
{ Good-Bye .....	<i>Tosti.</i>
{ Murmuring Zephyr.....	<i>Jensen.</i>
Prof. Polemann.	
Seguidilla .....	<i>Holst.</i>
Pianos—Misses Woolman and Patterson,	
Ross and Waterman.	
Tambourine—Miss Weatherby.	
Triangle—Miss Davison.	
Castanets—Miss Bartlett.	

PART I.

Bell Galop, The Chase Infernal.....	<i>Kolling.</i>
Misses Bartlett and Allen.	
Legend, for violin.....	<i>Wieniewski.</i>
Mr. Stretch.	
Impromptu, op. 142, No. 2.....	<i>Schubert.</i>
Miss Myra Parker.	
Gay Butterflies.....	<i>Gregg.</i>
Miss Wayman.	
The Old Kentucky Home.....	<i>Foster.</i>
Misses Bartlett and Newell,	
Messrs. Flavelle and Schuster.	
Gavotte .....	<i>Hack.</i>
Misses Witte and Shepherd.	
The Fountain.....	<i>Reynold.</i>
Miss Mount.	
Impromptu, op. 90, No. 2.....	<i>Schubert.</i>
Miss Farroat.	
Beauty's Eyes.....	<i>Tosti.</i>
Mr. Hewitt.	

PART II.

Serenade.....	<i>Gounod-Langr.</i>
Miss Stella Whitehead.	
Movement from the "Peer Gynt" Suite.....	<i>Grieg.</i>
The Kobolds Chase Peer Gynt.	
Miss Luella Lake.	
Revery, for violin.....	<i>Vieuxtemps.</i>
Mr. Stretch.	
Greeting to Spring.....	<i>Grieg.</i>
Miss Alma Austin.	
Lullaby .....	<i>Sullivan.</i>
Misses Bartlett and Newell.	
Messrs. Flavelle and Schuster.	
Toy Symphony in four movements.....	<i>Romberg.</i>
Piano Duet—Misses Austin and Weatherby.	
Triangle—Miss Bartlett.	
Trumpet—Miss Newell.	
Drum—Miss Allen.	
Cuckoo—Miss Richter.	
Nightingale—Miss Farroat.	
Quail—Miss Patterson.	
Locust—Miss Brandis.	

The following course of ten lecture recitals was given. Each recital was an informal study of the meaning of music, aiming to develop the power of understanding and listening intelligently to music, and pointing out its relations to life. A short vocal and instrumental program was rendered at each recital :

1898.

- I. Jan. 20. Ancient and Modern Piano Suites. Oratorio and English Ballads. (Program by Prof. Skilton and Prof. Polemann.)
- II. Jan. 27. Violin Music and American Songs. (Program by Prof. Polemann and Miss Louise B. Tyler, of New York, Violinist.)
- III. Feb. 8. Beethoven's Songs and Sonatas. (Program by Prof. Skilton and Prof. Polemann.)
- IV. Feb. 11. Classical Aria and Modern Song. Modern German Piano Music. (Program by Prof. Skilton and Miss Cecile A. Stollberg, of New York, Soprano.)
- V. Feb. 17. Schubert's Songs. Development of Short Forms of Vocal and Instrumental Music. (Program by Prof. Skilton and Prof. Polemann.)
- VI. Feb. 24. Modern French Music. (Program by Miss Emily O. Moore, of New York, Soprano, Prof. Skilton and pupils.)
- VII. Mar. 3. Schumann and the Rise of Program Music. (Program by Prof. Skilton and Prof. Polemann.)
- VIII. Mar. 10. Music for the Violoncello. (Program by Mr. Charles M. Mali, of New York, Violoncellist, and Prof. Polemann.)
- IX. Mar. 17. The Story of the Passion in Music. (Program by Prof. Skilton, Prof. Polemann and selected quartette.)
- X. Mar. 24. The National Element in Music. (Program by Miss Charlotte Riley, of New York, Soprano, and Prof. Skilton.)

#### GROUND S AND BUILDINGS.

The interior of our school building bore the marks of the changes that have taken place from time to time, and the wall-papers and paint had become very much worn and scarred. As all important changes to the interior, including the heating and ventilating system, were probably completed, it was thought wise to repaint and paper. This was done, and our building is now in thoroughly good condition, appearing better than ever before, and conforms to all sanitary and hygienic laws. The boarding halls have also been thoroughly cleansed and renovated.



## HEALTH.

The health of the students has been as usual—good. We expect each year a small visitation of measles and roseola, and we have not been disappointed in this particular this year, but nothing of a more serious character has visited us.

## COMMISSIONED SCHOOLS.

The plan of commissioning High Schools and receiving the graduates of such schools into our second year, and receiving the graduates of schools having completed a given course into our first year, without examination, is still proving an advantage to the system as a whole. Everywhere through the State standards are being raised to meet these conditions, and with the raising of the standards goes, as a natural consequence, the higher appreciation of education.

The High School Association that was formed at the suggestion of your Board has thus far done an excellent service. Its membership is composed largely of college graduates of advanced experience in teaching. Its plan has been to have on its program, from time to time, the subjects most needing attention by the majority of the schools, and the discussions have been conducted from the practical standpoint, and are acknowledged to have greatly helped all of the membership.

There are yet communities in our State which seem to think that it devolves upon them to consider the question whether or not a High School is a good thing, rather than whether or not they can have a High School. It is to be hoped that these communities will soon realize that the High School question has long since been settled, and that the only remaining question is whether or not these communities will afford their children the advantages accorded the children of other communities.

The following High Schools are now on the "Approved List:" Long Branch, New Brunswick, Newark, Jersey City, Caldwell, Orange, Passaic, Asbury Park, Plainfield, Trenton, Hackensack, Rahway, Morristown, Montclair, Atlantic City, Dover, Millville, Hoboken, Vineland, Salem, East Orange, Woodstown, Mount Holly, Manasquan, Bayonne City, Reading Academy—Flemington, Madison,

Freehold, Westfield, State Model, Farnum Preparatory, Ridgewood, South Orange, Moorestown, Cape May, Woodbury, Perth Amboy, Summit, Lakewood, Atlantic Highlands, Town of Union, North Plainfield, Nutley, Phillipsburg, West Orange, Red Bank, Belleville and Somerville.

#### MODE OF COMMISSIONING.

The following resolutions, passed by the Board of Trustees February 6th, 1889, and the appended blank forms, explain the mode of commissioning. Parties desiring to commission should send to the Principal of the Normal School for blank forms :

*Resolved*, That after the date of the passage of this resolution, graduates of High Schools in this State may be admitted to the professional work of the Normal School without examination, under the following conditions :

I. Upon the application of any Principal, local Superintendent and President of the Board of Trustees of any High School in this State, the Committee on Education shall make an examination of the school on behalf of which such application is made, and if, in their judgment, the course of study and discipline of the High School in question shall warrant it, said High School shall be placed upon the "Approved List," and a notice to that effect sent to the Principal of the school. The fact shall also be reported to the State Board of Education at their next meeting.

II. Properly-certified graduates of any High School on the "Approved List" shall be admitted, by the Principal of the Normal School, to the professional course of the Normal School, without examination, and shall be regular members of that course.

III. On the report of the Principal of the Normal School that the students of any High School on the "Approved List," who may have entered without examination, are, after due trial, found not to be properly qualified to go on with the work of the professional course, the Committee on Education may strike the name of the High School which certified said students from the "Approved List." Notice of such action shall be sent to the Principal of the High School in question, and it shall also be reported to the State Board of Education.

#### HIGH SCHOOL APPLICATION.

*To the State Board of Education :*

GENTLEMEN—We, the undersigned, do hereby make application to have the.....High School placed on the "Approved List" of New Jersey. We do hereby certify that graduation at the above school requires that the person to be graduated shall have pursued the following branches, or their equivalents, viz.: Orthography, Penmanship,

Elocution, English Grammar, Geography, United States History, General History, Bookkeeping, Practical Arithmetic, Algebra, Geometry (five books), Elementary Physics, Chemistry, Physiology, Botany, Industrial Drawing, Latin or German, at least a three years' course. Herewith find course of study.

Signed,

.....Principal. ....Superintendent.

.....President of Board.

#### STATE OF NEW JERSEY.

#### HIGH SCHOOL COMMISSION.

This certifies that the.....High School is placed on the "Approved List" of the State Board of Education, and that the Principal of said High School is hereby authorized to certify its graduates for admission to the work of the second year, or strictly professional course, of the State Normal School, subject to the conditions upon which this commission is granted.

State Board of Education,

Trenton, New Jersey.....18...

[SEAL.]

.....Chairman. } Committee  
.....Secretary. } on  
Education.

#### LIBRARY.

During the year a number of volumes have been added to the collection of books in the library. The students are given free access to the library under proper restrictions and are permitted either to read books in the room or take them out.

The influence of this department is constantly growing in strength in the school. The culture tone is being elevated and habits of research more generally formed.

#### LECTURES.

The following lectures proved of marked interest to the school :

Heads and Faces, Miss Jessie Fowler; The Land of the Midnight Sun, Miss Lillie A. Williams; Alexander Hamilton, Elias F. Carr, Ph.D.; Spain, Miss Melina A. Bosworth; The Court of the Grand Monarch, Miss Beaston; The Kindergarten, Miss Lucy Wheelock.

## LITERARY SOCIETIES.

There are seven literary societies, made up of members of the different classes, namely: The Normal Debating Society, composed of young men of the Normal School; the Thencanic Society, composed of young men of the Model School; the Gamma Sigma Society, the Arguro-muthus Society, the Philomathean Literary Club and the Clionian Society, composed, each, of young ladies from both the Normal and Model Schools.

There are also several class organizations doing literary work.

Of the above societies four are quite distinctly debating societies, the others giving most of their time to reading. All report a profitable year, both as to character of work and numbers.

The numbers in the Thencanic have decreased, but the officers claim that the working quality has improved.

It is expected that the work in these literary societies will differ from that in the class-rooms, giving more opportunity for self-dependence, hence the desirability of debate, as there is no exercise equal to it in developing the power of self-command.

The Thencanic gave a public entertainment on Friday evening, April 1st. The programme consisted of an address by the President, Mr. John Anistaki Schultz, a bass solo by Mr. Edward Rittenhouse, a violin solo by Mr. Albert T. Stretch, orchestral music by the Orpheus Club, and two short comedies, the first, A Serious Situation in Burleigh's Room, the second, When a Woman Chooses, an original farce comedy in one act, by Mr. Charles Wadsworth Camp, Model '98.

## "THE SIGNAL."

Our school paper was published as usual in monthly issues. The Board of Editors deserve credit for the style of the publication and for their energy in its business management. While a fair proportion of the students subscribed for this paper, it still receives a very meager support from the alumni. We hope that the alumni will come to subscribe largely for the paper, not only on account of the interest they may have in its contents, but on account of their loyalty to so useful a factor in the life of their Alma Mater.

## COMMENCEMENT WEEK.

The various exercises of commencement week passed off in a manner highly gratifying to the faculty, as well as the graduating classes and their many friends. It would not be graceful to compare the work of one of these weeks with that of any previous commencement time, but the growth of the school and the increasing size of the classes, together with the ever-increasing roll of alumni, seem to concentrate interest, so that each commencement week seems more attractive than the previous one.

The baccalaureate address was delivered in the Auditorium on Monday evening, June 13th, by Rev. George T. Purves, D.D., LL.D., on "Education and Life." The address was scholarly and rich in suggestion, holding the interest of its hearers throughout.

### MODEL CLASS-DAY, JUNE 14th, AT 3 O'CLOCK.

#### PROGRAM.

1. Piano Duet.....Miss Weatherby and Miss Rogers.
2. President's Address.....Miss MacCrellish.
3. Class History in Four Chapters.
  - Chapter I.....Miss Hixson.
  - Chapter II.....Mr. Lowenstein.
  - Chapter III.....Miss Bodine.
  - Chapter IV.....Miss Brunyate.
4. Vocal Solo.....*Chanson de Florian.*  
Miss Raymond.
5. Class Prophecy.....The Delphian Oracle.  
Class Representative.....Miss Bruen.  
Oracle.....Miss White.
6. Class Presentation.....Miss Raymond.
7. Selection by Class Quartette—"The Owl and the Pussy Cat".....  
Misses MacCrellish, Raymond, Weatherby and Rogers.
8. Address to Undergraduates.....Mr. Camp.
9. Class Censor.....Mr. Hollingsworth.
10. Medley .....Class.  
Arranged by Mr. Camp.
11. Class Cheer—Rox-I-ox-I! Rox-I-ox-I! Rox-I-ox-I-ate! Maxima  
in Patria! Model '98!

## NORMAL CLASS-DAY, JUNE 15TH, AT 3 O'CLOCK.

## PROGRAM.

1. Piano Solo—Scherzo .....*Naprawnik.*  
Jennie Farroat.
2. President's Address.....Paul R. Radcliffe.
3. Class Song—Our Voyage.  
Words and music by Miss Abigail M. Lane.
4. Leaves from a Diary.
  - a. Hummings of the Busy Bees.....Maude A. Pearson.
  - b. Methodical Jottings.....Cecilia H. Egan.
  - c. Reveries of a Bachelor.....Joseph F. Walker.
5. Chorus—At Parting.
6. Archæological Research.
  - First Discovery.....*Marcia Miller.*
  - Second Discovery.....*Alameda C. Slover.*
  - Third Discovery.....*America Davis.*
7. Chorus—The Sight of Sights.
8. Presentation of Mementos.  
Mary D. Dutton, S. Marie Johnson and F. Gertrude North.
9. Chorus—Farewell Song.

## ALUMNI.

The Alumni Association held its tenth annual meeting June 16th. The meeting was called to order in the study-room at twelve o'clock by the President, Rev. Frank Voorhees. About two hundred members responded to the roll-call. After a brief business meeting, the members adjourned to the dining-room of the Boarding Hall, where luncheon was served. After the luncheon, the following program was carried out:

- Chorus—"Sing Every Heart Delight".....Normal Class of '98.  
 Piano Duet—Polonaise.....Misses Alma Austin and Gertrude Weatherby.  
 Trio, "O, Restless Sea."  
 Welcome Address.....President Frank Voorhees.  
 Alumni Address.....Francis B. Lee.  
 Ladies' Quartet....."The Owl and the Pussy Cat."  
 Sentiments.

Normal Class of '98, Class President Paul R. Radcliffe.  
 Model Class of '98, Class President Elizabeth MacCrellish.  
 Class of '93, Jennie Cornell.

Southern Song....."Little Alabama Coon."  
 Class of '88, George Briggs.  
 Solo, "Love's Flight".....Elizabeth MacCrellich.  
 Class of '68, Hon. Symmes B. Hutchinson.  
 Class of '89, Samuel De Cou.  
 Class of '64, Robert L. Hoagland.  
 The remaining classes, Principal J. M. Green.  
 Ladies' Quartet....."The Old Folks at Home."  
 United States and Great Britain.....Isabella MacDermott.  
 Choruses, America, and God Save the Queen.

The following officers were elected for the ensuing year :

President, Rev. Daniel B. Warne, Normal '85, Ewing.  
 Model Vice President, Clare M. Henry, Model '95, Basking Ridge.  
 Normal Vice President, Mrs. Jennie Atwood Case, Normal '68.  
 Recording Secretary, Mabel W. Howell, Model '94, Morrisville, Pa.  
 Corresponding Secretary, Prof. Frank H. Scobey, Normal '81, Lambertville.  
 Treasurer, Ethel Knodle, Normal '95, Beverly.

The meeting was characterized by a great deal of enthusiasm and many strong wishes for the future of Alma Mater. All parted with the feeling of old ties renewed and the hope to meet again on Commencement Day of '99.

All graduates of the Normal or Model, and all who came within one year of graduation, are eligible, and are very much desired to join the association.

The North Jersey Alumni Association held its third annual meeting at the Marlborough Hotel, in New York, Saturday, March 12th. Over fifty of the former graduates were present. The officers of this association for the past year were :

President, Frank H. Little, Hamburg, N. J.  
 First Vice President, Edwin S. Richards, Englewood.  
 Second Vice President, Jennie W. Long, Union.  
 Secretary, Arthur M. Hulbert, Schraalenburg.

A banquet was served, which was followed by a very interesting program.

This partially local branch association is doing a very interesting work, and serving as an example for the formation of similar branches in other parts of the State.







## COMMENCEMENT—NEW JERSEY STATE NORMAL SCHOOL.

*Friday, January 28th, 1898.*

## PROGRAM.

1. Chant—The Lord's Prayer.
2. Address—Citizenship.....Edward Whitaker Garrison.
3. Essay—Education in the Kindergarten.....Nellie Elizabeth Lair.
4. Poem for Piano.....*McDowell.*  
Alma Austin.
5. Class History.....Iva May Mundy.
6. Shore Line Galop.....State Schools Banjo and Guitar Club.
7. Address—Specialization.....Charles Ford Champion.
8. Recitation—Observations on the Infancy of Napoleon.....Emily Moyer.
9. Song—"Slumber On!".....Miss Minnie Pierce and Three-Part Chorus.
10. Essay—Axiom 9: The Whole is Equal to the Sum of All Its Parts.  
Mary Parisen Meade (Special Mention).
11. Song—The Image of the Rose.....*G. Reichardt.*  
Prof. Polemann and Double Quartette.
12. Essay—Teaching and Living.....Catherine Isabel Long.  
(Special Mention.)
13. Class Prophecy.....Carrie Lillian Jacobs.
14. Chorus—"Sicilian Twilight."
15. Recitation—Lord of Burleigh.....*Tennyson.*  
Mabel Gaston (Valedictorian).
16. Presentation of the Class by the Principal.
17. Reception of the Class.....Otto Crouse, of Committee on Education.
18. Awarding of Diplomas.....James L. Hays, President of Board of Education.
19. Class Song—The Golden Galaxy.....  
Words by Miss Katharine Elliott Gilmour.

## GRADUATES.

Name.	Residence.
Albright, Catharine Rachel.....	Martins Creek, Pa.
Beidelman, Clara Irene.....	Morrisville, Pa.
Birch, Alice May.....	Millville, Cumberland.
Birklund, George Anderson.....	Stockholm, Sussex.
Bowne, Gitty Gertrude.....	Trenton, Mercer.
Bray, Elmer Mark.....	Mine Hill, Morris.
Carty, Flora.....	Florence, Burlington.
Champion, Charles Ford.....	Port Oram, Morris.
Condit, Clara Louise.....	West Orange, Essex.
Cook, Katherine Boileau.....	Edgewood, Pa.
Davis, Sadie Lewis.....	Stamford, Conn.
Dungan, Temperance Augusta.....	Harlingen, Somerset.

Name.	Residence.
Finley, Hettie Crandall.....	Cohansey, Salem.
Garrison, Edward Whitaker.....	Dividing Creek, Cumberland.
Garrison, Blanche Ethel.....	Camden, Camden.
Gaston, Mabel.....	Somerville, Somerset.
Gilmour, Katherine Elliot.....	Arlington, Hudson.
Greenlie, Mattie Stearns.....	Passaic, Passaic.
Halstead, Lillian May.....	Midland Park, Bergen.
Hinschelwood, Mabel.....	Englishtown, Monmouth.
Hoffman, Elizabeth Frances.....	Frenchtown, Hunterdon.
Jacobs, Carrie Lillian.....	Hammonton, Atlantic.
Kimble, Mamie Gilbert.....	Jacksonville, Burlington.
Lair, Nellie Elizabeth.....	Glen Gardner, Hunterdon.
Leeds, Mabel Dwight.....	Rutherford, Bergen.
Long, Catherine Isabel.....	Trenton, Mercer.
Meade, Mary Parisen.....	Perth Amboy, Middlesex.
Milne, Anna.....	Orange, Essex.
Moyer, Emily.....	Trenton, Mercer.
Mundy, Iva May.....	Newark, Essex.
Murphy, Mazie Virginia.....	Trenton, Mercer.
Pember, Nettie Gertrude.....	Long Hill, Morris.
Pettit, Florence Vivian.....	Millville, Cumberland.
Pullen, Lillian Sarah.....	Hightstown, Mercer.
Reed, Elizabeth May.....	Titusville, Mercer.
Reger, Sarah Ellen.....	Succasunna, Morris.
Sage, Edmund Esch.....	Plainfield, Union.
Scott, Bertha Wilhelmina.....	Trenton, Mercer.
Shawger, Bertha.....	Rockaway, Morris.
Skillman, Mary Bogart.....	Skillman, Somerset.
Somers, Mary Charlotte.....	Oceanville, Atlantic.
Staats, Margaret Davenport.....	Somerville, Somerset.
Sullivan, Peter Felix.....	Wilburtha, Mercer.
Thomas, Mary Louisa.....	Trenton, Mercer.
Thurlow, Mary Garretson.....	Sewell, Gloucester.
Van Wyck, Mary Wootton.....	Perth Amboy, Middlesex.
Wait, Mary Eldridge.....	Perth Amboy, Middlesex.
Walton, Charles Ellis Armstrong.....	Flanders, Morris.
Welanetz, Caroline Louise.....	Jersey City, Hudson.
Wood, Alice May.....	Hammonton, Atlantic.
Wright, Joseph Margerum.....	Pennsgrove, Salem.

## COMMENCEMENT—NEW JERSEY STATE NORMAL SCHOOL.

Thursday, June 16th, 1898.

## PROGRAM.

1. Chant—The Lord's Prayer.
2. Essay—The School as a Teacher of Tolerance.....  
Margaret Beatrice Olmstead.
3. Piano Solo—At the Spinning Wheel.....*Godard.*  
Jennie Liddell Farroat.
4. Essay—Childhood in Literature .....*Edith Corson.*
5. Three-Part Chorus—The Dragon-Flies.....*Bargiel.*
6. Recitation—Selections from Much Ado About Nothing.....*Shakespeare.*  
Mary Durling.
7. Semi-Chorus—Sweet! (The Swallow's Song)..... *Brewer.*
8. Address—Natural History in the Country Schools.....*Albert Moncrief.*
9. Banjo Selection—Shore-Line Galop.....*Jennings.*  
State Schools Banjo, Guitar and Mandolin Club.
10. Essay—How the Instinct of Ownership May Be Utilized in the  
School-room.....*Mary Elizabeth Berry.*
11. Chorus—The Awakening of the Rose.....*Maase.*
12. Recitation—A Little Girl's Version of Red Riding Hood.....*Eugene Field.*  
Jennie Liddell Farroat.
13. Song—Now Are the Days of the Roses.....*Möhring.*  
Misses Pierce and Cook and Double Quartette.
14. Essay—The Study of Literature as a Means of Happiness.....  
Hattie Smith Edwards. (First Honor.)\*
15. Essay—Greek Influence on American Education.....  
Annie G. Butterfield (Valedictorian).
16. Presentation of the Class by the Principal.
17. Reception of Class and Conferring of Diplomas. ....  
Hon. Foster M. Voorhees, Acting Governor.
18. The Star Spangled Banner.....  
Audience rising and joining in the chorus.

\* Excused.

## GRADUATES.

Name.	Residence.
Albertson, Elizabeth May.....	Atlantic City, Atlantic.
Allen, Ada Belle .....	Princeton, Mercer.
Allen, Kate Preston.....	Bordentown, Burlington.
Anderson, Harriet.....	Perth Amboy, Middlesex.
Antrim, Alice Carey .....	Burlington, Burlington.
Aspinwall, Robert N., Jr.....	Millville, Cumberland.
Ayers, Augusta Maria.....	Andover, Sussex.
Bailey, Edna Reeve.....	Millburn, Essex.

Name.	Residence.
Bailey, Daniel.....	Tuckahoe, Cape May.
Bailey, Mary Anne.....	Clifton, Passaic.
Bartlett, Theresa Williams.....	Atlantic City, Atlantic.
Barwis, Mary Ada. ....	Trenton, Mercer.
Bate, Edward Morris.....	Fishing Creek, Cape May.
Behm, Henrietta.....	Atlantic City, Atlantic.
Bellis, Elizabeth C.....	Flemington, Hunterdon.
Berry, Mary Elizabeth.....	Trenton, Mercer.
Birdsall, Angelina Holmes.....	Waretown, Ocean.
Bonnell, Margaret Josephine.....	Barneget Park, Ocean.
Bray, Helen Irene.....	Freehold, Monmouth.
Brown, Mary Louise.....	Bergen Point, Hudson.
Buckson, Elizabeth L. ....	Vineland, Cumberland.
Burt, Ella Sparks. ....	Cohansey, Salem.
Butterfield, Annie Gault.....	River Edge, Bergen.
Campbell, Florence Lane.....	Little Silver, Monmouth.
Carle, Annie La Rue.....	East Orange, Essex.
Clarke, Ada Hamilton.....	Trenton, Mercer.
Clark, Laura Belle.....	Deckertown, Sussex.
Clevenger, Sara G.....	Mount Holly, Burlington.
Coe, Elizabeth.....	Dover, Morris.
Cole, Ina Estella.....	Long Branch, Monmouth.
Cooke, Rebecca Gille .....	Pennsville, Salem.
Cook, Lillian Gunner... ..	Trenton, Mercer.
Corson, Edith.....	Mauricetown, Cumberland.
Cogle, Carrie.....	Trenton, Mercer.
Coursen, Harry Arthur.....	Stanhope, Sussex.
Craft, Ada L.....	Trenton, Mercer.
Crossette, Lillie .....	Beverly, Burlington.
Curtis, Ethel .....	Trenton, Mercer.
Davis, America.....	Port Oram, Morris.
Diamond, Mary Providence.....	Stockton, Hunterdon.
Diecks, Ella.....	Orange, Essex.
Dolbeer, Amy Byram.....	Caldwell, Essex.
Durling, Mary.....	Newark, Essex.
Dutton, Mary Dickinson.....	East Orange, Essex.
Earl, Florence Adelaide.....	Elizabeth, Union.
Edwards, Hattie Smith.....	Ocean View, Cape May.
Edwards, Mary Loretta.....	Dover, Morris.
Egan, Cecelia.....	Hoboken, Hudson.
Everitt, Ala Media.....	South Amboy, Middlesex.
Farroat, Jennie Liddell.....	Perth Amboy, Middlesex.
Fetter, Bessie MacNeal .....	Trenton, Mercer.
Folwell, Gertrude Colkitt.....	Mount Holly, Burlington.
Gerrety, Anna Marie.....	New Brunswick, Middlesex.
Gleason, Charles H., Jr.....	Newark, Essex.
Gosline, Cordelia Fennimore.....	Camden, Camden.

# STATE NORMAL SCHOOL REPORT.

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Name.	Residence.
Greenwood, Edna Alice.....	New Brunswick, Middlesex.
Griggs, Bessie R .....	Franklin Park, Somerset.
Hamilton, Minnie C.....	New Brunswick, Middlesex.
Hancock, Edith Emory.....	Succasunna, Morris.
Hand, Mary Anne.....	Port Norris, Cumberland.
Heston, Helen Louise.....	Atlantic City, Atlantic.
Hosgland, Mary Ellen.....	Harlingen, Somerset.
Hughes, Florence N.....	Perth Amboy, Middlesex.
Huston, Jennie M.....	Vineland, Cumberland.
Hildebrant, Grace.....	Elizabeth, Union.
Jay, Edwin.....	Vineland, Cumberland.
Jenkinson, Elizabeth.....	Atlantic Highlands, Monmouth.
Johnson, Sara Marie.....	Atlantic City, Atlantic.
Johnson, Bessie Skillman.....	Trenton, Mercer.
Johnson, Gertrude.....	Tom's River, Ocean.
Keener, Mary Anna.....	Freehold, Monmouth.
Kitchell, Anna Millicent.....	Rockaway, Morris.
Lane, Abigail Mathis.....	Tuckerton, Ocean.
La Rue, Elizabeth Ely.....	Trenton, Mercer.
Laubenstine, Mary Abigail.....	Lambertville, Hunterdon.
Layton, Clara Torton.....	Pennsgrove, Salem.
Le Fevre, Anna Livermore .....	Blackwood, Camden.
Letson, Mary Augusta.....	Stelton, Middlesex.
Lukens, Eva Schellinger .....	Trenton, Mercer.
Martin, John Veghte .....	Somerville, Somerset.
Magai, Elizabeth Dorothy.....	Town of Union, Hudson.
MacCollum, Mabel Edsall.....	Delaware, Warren.
McCulley, Elizabeth Brown.....	Berlin, Camden.
McFadden, Frances White.....	Long Branch, Monmouth.
McAlevy, Mary Veronica.....	Perth Amboy, Middlesex.
Miller, Marcia.....	South Dennis, Cape May.
Miller, Elizabeth.....	Yardley, Pa.
Mitchell, Elizabeth.....	Trenton, Mercer.
Moncrief, Albert.....	Newport, Cumberland.
Mood, Clara Rachel.....	Ferrell, Gloucester.
Morley, Helen Edith.....	Trenton, Mercer.
Neale, Florence.....	Orange, Essex.
Newbury, Elizabeth P.....	Toms River, Ocean.
North, Frances Gertrude.....	Hammonton, Atlantic.
Olmstead, Margaret Beatrice.....	South Amboy, Middlesex.
Owen, Helen Montgomery.....	Elizabeth, Union.
Patterson, Virginia Isabel.....	Atlantic Highlands, Monmouth.
Peace, Susie Emma.....	Port Norris, Cumberland.
Pearson, Maude Anna.....	Wenonah, Gloucester.
Peer, Elizabeth.....	Orange, Essex.
Pierce, Minnie R.....	Trenton, Mercer.

Name.	Residence.
Queen, Josephine.....	Stockton, Hunterdon.
Radcliffe, Paul Rodney.....	Trenton, Mercer.
Radford, Florence.....	Trenton, Mercer.
Reeve, Frances Mary.....	Summit, Union.
Richards, Grace Emily.....	Dover, Morris.
Richter, Minerva Augusta.....	Bayonne, Hudson.
Rideout, Lillian Hines.....	Tenafly, Bergen.
Rogers, George Herbert.....	Hammonton, Atlantic.
Runyon, Ida Elizabeth.....	Millington, Morris.
Rush, Anna Marion.....	Washington, Warren.
Ryerson, Lucy Berdean.....	Caldwell, Essex.
Reed, Ada.....	Spring Lake, Monmouth.
Salzer, Sadie.....	Ramsays, Bergen.
Sharp, Norma Moorehead.....	Trenton, Mercer.
Slack, Edith Burton.....	Orange, Essex.
Slack, Jeannette Beach.....	Ledgewood, Morris.
Sloan, Jane Maud.....	Bayonne, Hudson.
Slover, Alameda Clarke.....	South Amboy, Middlesex.
Smart, Emily Mortimer.....	Bayonne, Hudson.
Smoyer, Victoria M. R.....	Belvidere, Warren.
Snowden, Isabel May.....	Bergen Point, Hudson.
Snow, Lillian Frances.....	Perth Amboy, Middlesex.
Sooy, Florence Paul.....	Mantua, Gloucester.
Stradling, Eloise.....	Edgewater Park, Burlington.
Tharp, Roger Sherman.....	Pattensburg, Hunterdon.
Thompson, Hanna MacA.....	Pennsgrove, Salem.
Thompson, Marion.....	Elizabeth, Union.
Tice, Amy.....	Williamstown, Gloucester.
Titworth, Mildred.....	Dunellen, Middlesex.
Travers, Annie Alberta.....	Locust, Monmouth.
Vaill, Nellie T.....	New Brunswick, Middlesex.
Van Gilluwe, Emma.....	Ocean Grove, Monmouth.
Van Harler, Hannah.....	Trenton, Mercer.
Van Hise, Florence Belle.....	Lakehurst, Ocean.
Voorhees, Edna Mae.....	White House, Hunterdon.
Voorhees, Emma Viola.....	Highlands, Monmouth.
Walker, Joseph Frederick.....	Perth Amboy, Middlesex.
White, Lillian.....	Bordentown, Burlington.
Wilson, Ina Fredonia.....	Brooklyn, N. Y.
Wood, Mary Reed.....	Trenton, Mercer.
Yereance, Laura Benedict.....	Rutherford, Bergen.

## COMMENCEMENT—NEW JERSEY STATE MODEL SCHOOL.

Wednesday, June 15th, 1898.

## PROGRAM.

1. Chant—The Lord's Prayer.....*Gregorian.*
2. Essay—The Puritan.....*Josephine Kenyon Brunyate.*
3. Address—The Tramp in History.....*Ernest Caldwell Van Dyke.*
4. Chorus—Now is the Month of Maying.....*Thomas Morley.*
5. Recitation—Selection from Captain January.....*Laura Richards.*  
Ada May Rogers.
6. Banjo selection—Breezy Bluff Schottische.....*Jennings.*  
State Schools Banjo, Mandolin and Guitar Clubs.
7. Address—The Thinking Bayonet.....*Sol. Albert Lowenstein.*
8. Piano Solo, { *a. Arabesque*.....*Wrangell.*  
                  { *b. Morceau*.....*Wollenhaupt.*  
Gertrude Weatherby.
9. Recitation—A scene from Macbeth.....*Shakespeare.*  
Mable Compton.
10. Boys' Chorus—Anchored.....*M. Watson, arranged by Veasie.*
11. Essay—The Close of a Story.....*Mary Emma Jones.*
12. Recitation—A scene from The School for Scandal.....*Sheridan.*  
Charles Wadsworth Camp.
13. Vocal Solo, { *a. A Winter's Lullaby*.....*De Koven.*  
                  { *b. Mignon*.....*D'Hardelot.*  
Elizabeth MacCrellish.
14. Essay—Chaucer as a Poet.....*Lucile Green (Special mention.)\**
15. Girls' Chorus—Mark the Merry Elves.....*Seymour Smith.*
16. Recitation—The Jackdaw of Rheims.....*Richard Barham.*  
Clare Stillman Raymond.
17. Address—Resolution.....*Frank D. Lawrence (Honor).*
18. Chorus—Song of the Vikings.....*E. Fanning.*
19. Essay—The Power of Song.....*Elizabeth MacCrellish (Honor).*
20. { Presentation of Class by the Principal.  
    { Reception of Class.....*Hon. Francis Scott.*
21. Awarding of Diplomas.....*Hon. James L. Hays,*  
President of State Board of Education.
22. Class Song, { Words by.....*Laura Bell Hixson.*  
                  { Music by.....*Clare Stillman Raymond.*

\* Distinguished scholarship, but unable to take technical class rank, owing to illness.



## GRADUATES.

Name.	Non ministrari sed ministrare.	Residence.
Elizabeth Davis Bodine.....		Trenton.
Harriet De Hart Bruen .....		Rockaway.
Josephine Kenyon Brunyate.....		Millville.
Mabel Compton.....		Mauricetown.
Lucile Green.....		Trenton.
Laura Bell Hixson.....		Elizabeth.
Mary Emma Jones.....		Rockaway.
Elizabeth MacCrellich.....		Trenton.
Clare Stillman Raymond .....		Lawrenceville.
Ada May Rogers.....		Trenton.
Gertrude Weatherby.....		Millville.
Sarah M. White.....		Penn Valley, Pa.
Charles Wadsworth Camp.....		Trenton.
Frank Hollingsworth.....		Scotch Plains.
Frank D. Lawrence.....		Trenton.
Sol. Albert Lowenstein.....		Trenton.
Ernest Caldwell Van Dyke.....		Stockton.

## NORMAL SCHOOL REGISTRY.

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The following is the enrollment of students of the Normal School,  
with their classification, at the close of the year :

### SENIOR SECOND—FEBRUARY DIVISION.

Name.	Residence.
Albright, Catharine Rachel.....	Martins Creek, Pa.
Beidelman, Clara Irene.....	Morrisville, Pa.
Birch, Alice May.....	Millville, Cumberland.
Birklund, George Anderson.....	Stockholm, Sussex.
Bowne, Gitty Gertrude.....	Trenton, Mercer.
Bray, Elmer Mark.....	Mine Hill, Morris.
Carty, Flora.....	Florence, Burlington.
Champion, Charles Ford.....	Port Oram, Morris.
Condit, Clara Louise.....	West Orange, Essex.
Cook, Katherine Boileau.....	Edgewood, Pa.
Davis, Sadie Lewis.....	Stamford, Conn.
Dungan, Temperance Augusta.....	Harlingen, Somerset.
Finley, Hettie Crandol.....	Cohansey, Salem.
Garrison, Edward Whitaker.....	Dividing Creek, Cumberland.
Garrison, Blanche Ethel.....	Camden, Camden.
Gaston, Mabel.....	Somerville, Somerset.
Gilmour, Katherine Elliot.....	Arlington, Hudson.
Greenlie, Mattie Stearns.....	Passaic, Passaic.
Halstead, Lillian May.....	Midland Park, Bergen.
Hinshelwood, Mabel.....	Englishtown, Monmouth.
Hoffman, Elizabeth Frances.....	Frenchtown, Hunterdon.
Jacobs, Carrie Lillian.....	Hammonton, Atlantic.
Kelley, Kate C.....	Lambertville, Hunterdon.
Kimble, Mamie Gilbert.....	Jacksonville, Burlington.
Lair, Nellie Elizabeth.....	Glen Gardner, Hunterdon.
Leeds, Mabel Dwight.....	Rutherford, Bergen.
Long, Catherine Isabel.....	Trenton, Mercer.
McAlevy, Mary V.....	Perth Amboy, Middlesex.
Meade, Mary Parisen.....	Perth Amboy, Middlesex.
Milne, Anna.....	Orange, Essex.
Moyer, Emily.....	Trenton, Mercer.
Mundy, Iva May.....	Newark, Essex.

Name.	Residence.
Murphy, Maizie Virginia.....	Trenton, Mercer.
Newbury, Elizabeth.....	Toms River, Ocean.
Owen, Helen M.....	Elizabeth, Union.
Pember, Nettie Gertrude .....	Long Hill, Morris.
Pettit, Florence Vivian .....	Millville, Cumberland.
Pullen, Lillian Sarah.....	Hightstown, Mercer.
Reed, Elizabeth May.....	Titusville, Mercer.
Reger, Sarah Ellen.....	Succasunna, Morris.
Rideout, Lillian H.....	Tenafly, Bergen.
Sage, Edmund Esch.....	Plainfield, Union.
Scott, Bertha Wilhelmina.....	Trenton, Mercer.
Shawger, Bertha.....	Rockaway, Morris.
Skillman, Mary Bogart.....	Skillman, Somerset.
Somers, Mary Charlotte.....	Oceanville, Atlantic.
Staats, Margaret Davenport.....	Somerville, Somerset.
Sullivan, Peter Felix.....	Wilburtha, Mercer.
Thomas, Mary Louisa.....	Trenton, Mercer.
Thurlow, Mary Garretson.....	Sewell, Gloucester.
Van Wyck, Mary Wootton.....	Perth Amboy, Middlesex.
Wait, Mary Eldridge.....	Perth Amboy, Middlesex.
Walton, Charles Ellis Armstrong.....	Flanders, Morris.
Welanetz, Caroline Louise.....	Jersey City, Hudson.
Wood, Alice May.....	Hammonton, Atlantic.
Wright, Joseph Margerum.....	Pennsgrove, Salem.

## SENIOR SECOND—JUNE DIVISION.

Albertson, Elizabeth M.....	Atlantic City, Atlantic.
Allen, Ada B.....	Princeton, Mercer.
Allen, Kate P.....	Bordentown, Burlington.
Anderson, Harriet .....	Perth Amboy, Middlesex.
Antrim, Alice.....	Burlington, Burlington.
Aspinwall, Robert N., Jr.....	Millville, Cumberland.
Ayers, Augusta M.....	Andover, Sussex.
Bailey, Edna R.....	Millburn, Essex.
Bailey, Daniel .....	Tuckahoe, Cape May.
Bailey, Mary A.....	Clifton, Passaic.
Bartlett, Theresa W.....	Atlantic City, Atlantic.
Barwis, Mary A.....	Trenton, Mercer.
Bate, E. Morris .....	Fishing Creek, Cape May.
Behm, Henrietta.....	Atlantic City, Atlantic.
Bellis, Elizabeth C.....	Flemington, Hunterdon.
Berry, Mary E.....	Trenton, Mercer.
Birdsall, Angelina H.....	Waretown, Ocean.
Bonnell, Margaret J.....	Barneget Park, Ocean.
Bray, Helen I.....	Freehold, Monmouth.

# STATE NORMAL SCHOOL REPORT.

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Name.	Residence.
Brown, Mary L. ....	Bergen Point, Hudson.
Buckson, Elizabeth L.....	Vineland, Cumberland.
Burt, Ella S. ....	Cohansey, Salem.
Butterfield, Annie G.....	River Edge, Bergen.
Campbell, Florence.....	Little Silver, Monmouth.
Carle, Annie L.....	East Orange, Essex.
Clarke, Ada H.....	Trenton, Mercer.
Clark, Laura B.....	Deckertown, Sussex.
Clevenger, Sara G.....	Mount Holly, Burlington.
Coe, Elizabeth.....	Dover, Morris.
Cole, Ina E.....	Long Branch, Monmouth.
Cooke, Rebecca G.....	Pennsville, Salem.
Cook, Lillian G.....	Trenton, Mercer.
Corson, Edith.....	Mauricetown, Cumberland.
Cogle, Carrie.....	Trenton, Mercer.
Coursen, Harry A.....	Stanhope, Sussex.
Craft, Ada L.....	Trenton, Mercer.
Crossette, Lillie.....	Beverly, Burlington.
Curtis, Ethel.....	Trenton, Mercer.
D'Arcus, Janette M.....	Trenton, Mercer.
Davis, America.....	Port Oram, Morris.
Diamond, Mary P.....	Stockton, Hunterdon.
Diecks, Ella.....	Orange, Essex.
Dolbeer, Amy B.....	Caldwell, Essex.
Durling, May.....	Newark, Essex.
Dutton, Mary D.....	East Orange, Essex.
Earl, Florence A.....	Elizabeth, Union.
Edwards, Hattie S.....	Ocean View, Cape May.
Edwards, Mamie L.....	Dover, Morris.
Egan, Cecilia.....	Hoboken, Hudson.
Evaul, Ada B.....	Palmyra, Burlington.
Everitt, Media.....	South Amboy, Middlesex.
Farroat, Jennie L.....	Perth Amboy, Middlesex.
Fetter, Bessie M.....	Trenton, Mercer.
Folwell, Gertrude C.....	Mount Holly, Burlington.
Foulks, Eva S.....	Stevens, Burlington.
Gerrety, Anna Marie.....	New Brunswick, Middlesex.
Gleason, Chas. H., Jr.....	Newark, Essex.
Gosline, Cordelia F.....	Camden, Camden.
Greenwood, Edna A.....	New Brunswick, Middlesex.
Griggs, Bessie R.....	Franklin Park, Somerset.
Hamilton, Minnie.....	New Brunswick, Middlesex.
Hancock, Edith E.....	Succasunna, Morris.
Hand, Mary A.....	Port Norris, Cumberland.
Hart, Phebe I.....	Trenton, Mercer.
Heston, Helen.....	Atlantic City, Atlantic.

Name.	Residence.
Hoagland, Mary E.....	Harlingen, Somerset.
Hughes, Florence N.....	Perth Amboy, Middlesex.
Huston, Jennie M.....	Vineland, Cumberland.
Hildebrand, Grace.....	Elizabeth, Union.
Inscho, Frances.....	Hightstown, Mercer.
Jay, Edwin.....	Vineland, Cumberland.
Jenkinson, Elizabeth.....	Atlantic Highlands, Monmouth.
Johnson, S. Marie.....	Atlantic City, Atlantic.
Johnson, Bessie S.....	Trenton, Mercer.
Johnson, Gertrude.....	Toms River, Ocean.
Keener, Mary A.....	Freehold, Monmouth.
Kelley, Kate C.....	Lambertville, Hunterdon.
Kinsley, Myra.....	Brown's Mills, Burlington.
Kitchel, Millicent.....	Rockaway, Morris.
Lane, Abbie M.....	Tuckerton, Ocean.
La Rue, Elizabeth E.....	Trenton, Mercer.
Laubenstein, Mary A.....	Lambertville, Hunterdon.
Layton, Clara T.....	Pennsgrove, Salem.
Le Fevre, Anna L.....	Blackwood, Camden.
Letson, Mary.....	Stelton, Middlesex.
Lukens, Eva S.....	Trenton, Mercer.
Martin, John V.....	Somerville, Somerset.
Magai, Elizabeth D.....	Town of Union, Hudson.
MacCollum, Mabel E.....	Delaware, Warren.
McCulley, Elizabeth B.....	Berlin, Camden.
McFaddin, Frances W.....	Long Branch, Monmouth.
McAlevy, Mary V.....	Perth Amboy, Middlesex.
Miller, Marcia.....	South Dennis, Cape May.
Miller, Elizabeth.....	Yardley, Pa.
Mitchell, Elizabeth.....	Trenton, Mercer.
Moncrief, Albert.....	Newport, Cumberland.
Mood, Clara.....	Ferrell, Gloucester.
Morely, H. Edith.....	Trenton, Mercer.
Morgan, Mary.....	Palmyra, Burlington.
Neale, Florence.....	Orange, Essex.
Newbury, Elizabeth P.....	Toms River, Ocean.
Newcomb, Hart S.....	Vineland, Cumberland.
North, F. Gertrude.....	Hammonton, Atlantic.
Olmstead, M. Beatrice.....	South Amboy, Middlesex.
Owen, Helen M.....	Elizabeth, Union.
Patterson, Virginia I.....	Atlantic Highlands, Monmouth.
Peace, Susie E.....	Port Norris, Cumberland.
Pearson, Maude A.....	Wenonah, Gloucester.
Peer, Elizabeth.....	Orange, Essex.
Pierce, Minnie R.....	Trenton, Mercer.
Queen, Josephine.....	Stockton, Hunterdon.

Name .	Residence.
Radcliffe, Paul R .....	Trenton, Mercer.
Radford, Florence .....	Trenton, Mercer.
Reeve, Frances M.....	Summit, Union.
Richards, Grace E.....	Dover, Morris.
Richter, Minerva A.....	Bayonne, Hudson.
Rideout, Lillian H.....	Tenafly, Bergen.
Rogers, George A.....	Hammonton, Atlantic.
Runyon, Elizabeth .....	Millington, Morris.
Rush, Anna M.....	Washington, Warren.
Russell, Leah.....	Burlington, Burlington.
Ryerson, Lucy B .....	Caldwell, Essex.
Reed, Ada.....	Spring Lake, Monmouth.
Salyer, Sadie.....	Ramseys, Bergen.
Sharp, Norma M.....	Trenton, Mercer.
Slack, Edith B.....	Orange, Essex.
Slack, Jennie .....	Ledgewood, Morris.
Sloan, Jennie M.....	Bayonne, Hudson.
Slover, Meda C.....	South Amboy, Middlesex.
Smart, Emily M.....	Bayonne, Hudson.
Smoyer, Victoria M. R.....	Belvidere, Warren.
Snowden, Isabel M.....	Bergen Point, Hudson.
Snow, Lillian F.....	Perth Amboy, Middlesex.
Sooy, Florence.....	Mantua, Gloucester.
Starr, Emma M.....	Westfield, Union.
Stradling, Eloise.....	Edgewater Park, Burlington.
Tharp, Roger S.....	Pattensburg, Hunterdon.
Thompson, Hanna M.....	Pennsgrove, Salem.
Thompson, Marion.....	Elizabeth, Union.
Tice, Amy.....	Williamstown, Gloucester.
Titaworth, Mildred.....	Dunellen, Middlesex.
Travers, Annie.....	Locust, Monmouth.
Vaill, Nellie T .....	New Brunswick, Middlesex.
Van Gilluwe, Emma.....	Ocean Grove, Monmouth.
Van Harler, Hannah .....	Trenton, Mercer.
Van Hise, Florence B.....	Lakehurst, Ocean.
Voorhees, Edna M.....	White House, Hunterdon.
Voorhees, Viola.....	Highlands, Monmouth.
Walker, Joseph F.....	Perth Amboy, Middlesex.
Weydert, E. Augusta.....	Lewistown, Montana.
White, Lillian.....	Bordentown, Burlington.
Wilson, Ina F.....	Brooklyn, N. Y.
Wood, Mary R.....	Trenton, Mercer.
Wood, Alice M.....	Trenton, Mercer.
Yearance, Laura B .....	Rutherford, Bergen.

## SENIOR FIRST.

Name.	Residence.
Allen, Mildred L.....	Trenton, Mercer.
Anderson, Wilhelmina.....	Bayonne, Hudson.
Austin, Alma B.....	Red Bank, Monmouth.
Bachman, Florence E.....	Warren Paper Mills, Hunterdon.
Ballentine, Ida.....	Summit, Union.
Beavers, A. May.....	Califon, Hunterdon.
Bennett, G. Hazel.....	Trenton, Mercer.
Bettman, Margaret.....	Bayonne, Hudson.
Bidwell, Elma F.....	Warren Paper Mills, Hunterdon.
Brands, John D.....	Vail, Warren.
Buseck, Lena.....	Passaic, Passaic.
Cattell, Anna V.....	Woodbury, Gloucester.
Chamberlain, Archie S.....	Lake View, Passaic.
Comp, Frances.....	Yardville, Mercer.
Connors, William H.....	Centre Bridge, Pa.
Connor, Elizabeth M.....	South Amboy, Middlesex.
Craig, Robert C.....	Blairstown, Warren.
Dalton, Adele S.....	Trenton, Mercer.
Davis, Mary C.....	Milford, Sussex.
Davis, Helen.....	Lebanon, Hunterdon.
Davis, Effa T.....	Milford, Sussex.
Douglass, Mary A.....	Bristol, Pa.
Du Bois, Nellie S.....	Fort Lee, Bergen.
Edgar, Maude.....	Edgar, Fla.
Fulton, F. Mabel.....	South Amboy, Middlesex.
Flynn, Marie M.....	Trenton, Mercer.
Frost, Henrietta L.....	Brooklyn, N. Y.
Garthwaite, Jennie D.....	Rahway, Union.
Gerke, Harry D.....	Alpine, Bergen.
Glaspey, Bertha.....	Shiloh, Cumberland.
Grady, Lucile A.....	Port Oram, Morris.
Haines, Viola W.....	Georgetown, Burlington.
Harris, Deborah A.....	Edgewater Park, Burlington.
Harris, Jennie R.....	Ocean Grove, Monmouth.
Henkle, Jessie R.....	Helmetta, Middlesex.
Hepner, Edmund R.....	Cedarville, Cumberland.
Hermann, Katie.....	Carteret, Middlesex.
Hoffman, Estella H.....	High Bridge, Hunterdon.
Honnell, Susie L.....	Long Island City, N. Y.
Huffington, Dennis J.....	Trenton, Mercer.
Hussey, Bessie.....	Bristol, Pa.
Hutton, Robert M.....	Passaic, Passaic.
Inscho, Frances.....	Hightstown, Mercer.
Joiner, Marion.....	Lambertville, Hunterdon.
Jenkins, Ruth G.....	Trenton, Mercer.

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Name.	Residence.
Kennedy, Louise R.....	Washington, Warren.
Kinsley, Myra .....	Brown's Mills, Burlington.
Kuchlin, Alice E.....	Alpine, Bergen.
Kuhn, Bessie A.....	Oceanic, Monmouth.
Lunger, Emma F.....	Clinton, Hunterdon.
Maloney, Mary.....	Holmdel, Monmouth.
Marlatt, Alfred A.....	New Hampton, Hunterdon.
Mathiasen, Otena.....	Perth Amboy, Middlesex.
Mathis, Daisy A .....	Hammonton, Atlantic.
MacDonald, Alleta S.....	Monmouth Junction, Middlesex.
McCain, Blanche.....	Trenton, Mercer.
McDowell, Sallie G.....	Bristol, Pa.
Meachem, Laura.....	Staten Island, N. Y.
Minard, Julia I.....	Berlin, Camden.
Morris, Margaret H.....	Hatboro, Pa.
Murray, Cora.....	West End, Monmouth.
Macnab, James D.....	Passaic, Passaic.
Newing, Margaret.....	Long Branch City, Monmouth.
O'Hara, Christina G.....	Gloucester City, Camden.
Peters, Mary G.....	Haddonfield, Camden.
Reid, Anna T.....	Bayonne, Hudson.
Riley, Clarence W.....	Cedarville, Cumberland.
Roberts, Mattie B.....	Trenton, Mercer.
Robinson, Myrtie.....	Allentown, Monmouth.
Rosenkrans, Dorothy Q.....	Leonias, Bergen.
Ross, Bertha L.....	Cape May C. H., Cape May.
Rouse, Hattie L.....	Jersey City, Hudson.
Schroeder, Harriet G.....	Nutley, Essex.
Shaw, Walter Y.....	Fishing Creek, Cape May.
Smith, Emma M .....	Orange, Essex.
Speer, Eva J.....	Nutley, Essex.
Street, Carrie M.....	Trenton, Mercer.
Swift, M. Jeannette.....	Bordentown, Burlington.
Tansey, Katherine.....	Keyport, Monmouth
Tantum, M. Ella.....	South Bound Brook, Somerset.
Taylor, Della I.....	Trenton, Mercer.
Van Dusen, Grace. ....	Rahway, Union.
Vough, Myrtle M.....	Marksboro, Warren.
Wack, Kittie U.....	Califon, Hunterdon.
Waite, Helen B.....	Trenton, Mercer.
Walsh, Mary A.....	Bayonne, Hudson.
Watson, Bertha H.....	Asbury, Warren.
Wooley, Elbert.....	Trenton, Mercer.
Wright, Lulu E.....	Bernardsville, Somerset.
Young, Anna B.....	Huntsville, Sussex.
Zabriskie, J. B.....	North Paterson, Passaic.



## A SECOND.

Name.	Residence.
Ackley, Florence.....	Camden, Camden.
Allen, Henrietta I.....	Bayonne, Hudson.
Anderson, Annie.....	Woodbridge, Middlesex.
Anderson, Emma D.....	New Brunswick, Middlesex.
Atkins, M. Esther.....	Roselle, Union.
Atkinson, Isabel M.....	Edgewater Park, Burlington.
Austin, Winifred.....	Red Bank, Monmouth.
Babcock, Annabelle.....	Absecon, Atlantic.
Balderston, Elizabeth.....	Dolington, Pa.
Bard, Sara.....	Millville, Cumberland.
Barker, Clara S.....	Mahwah, Bergen.
Barter, Carrie A.....	Verona, Essex.
Bate, Beulah E.....	Fishing Creek, Cape May.
Bauer, Amelia.....	Irvington, Essex.
Beach, Lila A.....	Caldwell, Essex.
Beckers, Lean A.....	Hoboken, Hudson.
Berrien, Sadie E.....	Rocky Hill, Somerset.
Bidwell, Emma.....	Warren Paper Mills, Hunterdon.
Bilderback, W. E.....	Columbus, Burlington.
Blair, Beatrice A.....	Seabright, Monmouth.
Bodine, Mathena.....	Dunellen, Middlesex.
Bogart, Helen.....	Bayonne, Hudson.
Brandis, Johanna.....	New Durham, Hudson.
Bray, Essie.....	Manasquan, Monmouth.
Brown, Helen B.....	Old Bridge, Middlesex.
Buckle, Mary Estelle.....	Plainfield, Union.
Burchell, Stella.....	Trenton, Mercer.
Burnet, Anna G.....	East Orange, Essex.
Byrd, Florence.....	Hackensack, Bergen.
Cain, Hattie S.....	Harlingen, Somerset.
Callahan, Alice F.....	Plainfield, Union.
Carling, Emma.....	Hoboken, Hudson.
Carter, Ella S.....	Beverly, Burlington.
Chamberlain, Amos.....	Paterson, Passaic.
Clark, Mary J.....	Penn's Park, Pa.
Cleary, Mamie.....	Trenton, Mercer.
Clemens, Lillian A.....	Bayonne, Hudson.
Clement, Gertrude M.....	Chew's, Camden.
Cobb, Mabel.....	Newark, Essex.
Collings, A. Florence.....	Berlin, Camden.
Collins, Ira A.....	New Bridge, Bergen.
Conkling, Elizabeth K.....	Flemington, Hunterdon.
Conover, Sallie E.....	Absecon, Atlantic.
Cook, Elizabeth S.....	Madison, Morris.
Considine, Julia C.....	Lambertville, Hunterdon.





Name.	Residence.
Coxhead, Charlotte E.....	Highwood, Bergen.
Crabiel, Susie.....	Milltown, Middlesex.
Craft, Maude.....	Trenton, Mercer.
Creamer Albertson.....	Norma, Salem.
Croasdale, Sara E.....	Atlantic City, Atlantic.
Cuddy, Agnes.....	New Brunswick, Middlesex.
Cullen, Eva.....	Phillipsburg, Warren.
Daly, Mary R.....	Atlantic City, Atlantic.
Day, Helen.....	Morristown, Morris.
Demarest, Hattie C.....	Woodbridge, Middlesex.
Dennehy, Helen C.....	Bayonne, Hudson.
Dewan, James.....	Trenton, Mercer.
Dixon, Charles R.....	Ironia, Morris.
Duck, Florence M.....	Plainfield, Union.
Donohue, Kate.....	New Hope, Pa.
Edwards, Elizabeth A.....	Oakland, Bergen.
Eagan, Louise.....	Plainfield, Union.
Engle, Kittie.....	Long Branch, Monmouth.
Ettenger, Violet G.....	Ocean Grove, Monmouth.
Farley, Teresa M.....	Lambertville, Hunterdon.
Farrow, Clarence B.....	Glen Gardner, Hunterdon.
Finger, Martha E.....	Lambertville, Hunterdon.
Flaherty, Mary G.....	Orange, Essex.
Flavelle, O. Watson.....	Bradley Beach, Monmouth.
Foster, Vera M.....	Green Creek, Cape May.
Fowler, Carrie M.....	Morrisville, Pa.
Francisco, Edna.....	Caldwell, Essex.
Franklin, A. Mildred.....	Atlantic Highlands, Monmouth.
Galloway, E. Daisy.....	Rutherford, Bergen.
Gamewell, Minna.....	Hackensack, Bergen.
Gant, Lily E.....	Hurffville, Gloucester.
Gibson, Ella C.....	Rahway, Union.
Gillis, Laura A.....	Perth Amboy, Middlesex.
Gould, Agnes F.....	Bridgeton, Cumberland.
Gray, Jean G.....	Beverly, Burlington.
Graydon, Winifred.....	Summit, Union.
Grady, Anna M.....	Trenton, Mercer.
Grier, Herbert.....	Hurffville, Gloucester.
Haberle, Nellie.....	Orange, Essex.
Hager, E. Gertrude.....	Phillipsburg, Warren.
Hanlon, Nora F.....	Madison, Morris.
Harrison, Claribel.....	Roseland, Essex.
Harrison, Matilda.....	Trenton, Mercer.
Harvey, Orpah.....	Trenton, Mercer.
Heale, George P.....	Ocean Grove, Monmouth.
Hendershot, Madelene.....	Morristown, Morris.

Name.	Residence.
Herbert, Katharyn.....	Chesterfield, Burlington.
Herckner, Clara G.....	Millville, Cumberland.
Holcombe, Marvin J.....	Lambertville, Hunterdon.
Houghton, Walter.....	Trenton, Mercer.
House, Homer G.....	Madison, Morris.
Hyde, Lillie F.....	New Brunswick, Middlesex.
Hilliard, Marion P.....	Vincentown, Burlington.
Jenkins, Alice.....	Plainfield, Union.
Jones, Frances L.....	Roselle, Union.
Jones, Jane D.....	Freehold, Monmouth.
Johnston, Fortunita M.....	Westfield, Union.
Kepler, Lizzie D.....	Plainfield, Somerset.
Kerr, William W.....	Bordentown, Burlington.
Kingsland, Nellie R.....	Roselle, Union.
Knodle, Emma R.....	Beverly, Burlington.
Knowles, Belle S.....	Millville, Cumberland.
Kulp, Tillie G.....	Trenton, Mercer.
Lansing, Carrie E.....	Trenton, Mercer.
Leinkauf, Sadie F.....	Hoboken, Hudson.
Lewis, Grace A.....	Vineland, Cumberland.
Linnekin, Hattie R.....	Vineland, Cumberland.
Little, Emily C.....	Freehold, Monmouth.
Lewis, Luella.....	Hightstown, Mercer.
Malay, Nellie I.....	South Orange, Essex.
Manning, Nellie B.....	South Plainfield, Middlesex.
Manning, Adeline M.....	Plainfield, Union.
Marts, Howard D.....	Cedarville, Cumberland.
Mason, Susan R.....	Somerville, Somerset.
McBride, Wilhelmina.....	East Orange, Essex.
McClymont, Annie.....	Perth Amboy, Middlesex.
McConnell, John C.....	Lambertville, Hunterdon.
McConnell, Howard.....	Smith's Landing, Atlantic.
McCue, Lillian L.....	Freehold, Monmouth.
McCormick, Alice.....	Trenton, Mercer.
McCulley, Jennie F.....	Berlin, Camden.
McDermott, Lucy.....	Lambertville, Hunterdon.
McLaughlin, Nellie.....	Lambertville, Hunterdon.
Meeker, Grace V.....	Roseland, Essex.
Merrell, Grace.....	Vienna, Warren.
Meyer, Carrie F.....	New Durham, Hudson.
Meyers, Alberta.....	Belvidere, Warren.
Milton, Eva.....	Summit, Union.
Morningstern, Rachel.....	East Orange, Essex.
Moss, Sara L.....	Manasquan, Monmouth.
Marsden, Ada S.....	Fort Lee, Bergen.
Neer, Anna E.....	Perth Amboy, Middlesex.

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Name.	Residence.
Newcomb, Ella A.....	Port Norris, Cumberland.
Nickelson, Lydia E.....	Beverly, Burlington.
Osborn, Frances.....	Manasquan, Monmouth.
Outcalt, Agnes B.....	New Brunswick, Middlesex.
Pancoast, Oscar M.....	Millville, Cumberland.
Parrot, Aneta P.....	Morristown, Morris.
Pearsall, Emily B.....	Oceanic, Monmouth.
Pearce, Mae E.....	New Brunswick, Middlesex.
Perkins, Carrie M.....	Trenton, Mercer.
Peterson, Hattie L.....	Millville, Cumberland.
Peterson, Anna G.....	Williamstown, Gloucester.
Pierce, Helen E.....	Hackensack, Bergen.
Pittenger, Harry.....	Stockton, Hunterdon.
Read, Caroline B.....	Beverly, Burlington.
Rever, Lillian.....	Newark, Essex.
Reeves, May.....	Port Norris, Cumberland.
Richardson, Jessie.....	Newark, Essex.
Roberts, Dora.....	Keyport, Monmouth.
Rockhill, Emily E.....	Beverly, Burlington.
Ross, Edna E.....	New Brunswick, Middlesex.
Sayre, George H.....	Budd Lake, Morris.
Schneider, Laura M.....	Bridgeton, Cumberland.
Scott, Eliza A.....	Trenton, Mercer.
Sharpe, Lydia M.....	New Brunswick, Middlesex.
Sherman, Martha B.....	Montclair, Essex.
Sherwood, Luella K.....	Stockton, Hunterdon.
Schuster, Carl J.....	Egg Harbor City, Atlantic.
Sickler, Margaret P.....	Williamstown, Gloucester.
Sieh, Frank E.....	Keyport, Monmouth.
Smallwood, Ida B.....	Millville, Cumberland.
Smith, Elsie E.....	Belvidere, Warren.
Smock, Mabel C.....	Long Branch, Monmouth.
Snyder, Leonora B.....	Belvidere, Warren.
Soden, Ada A.....	Jamesburg, Middlesex.
Souder, Minnie R.....	Atlantic City, Atlantic.
Spragg, Florence S.....	Asbury Park, Monmouth.
Stradlinger, Johanna.....	Deans, Middlesex.
Steen, Lillian.....	Trenton, Mercer.
Still, Mary E.....	Mount Holly, Burlington.
Stevens, Emma.....	Plainfield, Union.
Stilwell, Helen.....	Shrewsbury, Monmouth.
Stone, Sara.....	Chester, Morris.
Stone, Florence.....	Philadelphia, Pa.
Stout, Edward P.....	Everittstown, Hunterdon.
Stremme, Edna.....	Bridgeton, Cumberland.
Swaim, Gertrude.....	Atlantic City, Atlantic.

Name.	Residence.
Taylor, Bessie L .....	Morrisville, Pa.
Taylor, Louise A.....	Hoboken, Hudson.
Travis, Anne N.....	Orange, Essex.
Tullis, Nellie E.....	Trenton, Mercer.
Tunis, Ethel M.....	Newark, Essex.
Vactor, Elmer R.....	Martinsville, Somerset.
Vansciver, Frances E. ....	Stevens, Burlington.
Veale, Ina M.....	Vineland, Cumberland.
Von Voigtlander, Martha.....	Trenton, Mercer.
Vorberg, Anna.....	Weehawken, Hudson.
Wallace, Gloanna H.....	Westfield, Union.
Walker, Enid A.....	Cranbury, Middlesex.
Warwick, Viola M.....	Long Branch, Monmouth.
Watt, Josephine.....	Lambertville, Hunterdon.
Weaver, Nellie N.....	Etna, Bergen.
Weill, Lillian B.....	Newark, Essex.
White, Clara W.....	Rahway, Union.
Wittig, Christina.....	New Brunswick, Middlesex.
Wilson, Mary H.....	Lambertville, Hunterdon.
Wood, Florence E.....	Elm, Camden.
Woodruff, Elsie E.....	Rahway, Union.
Woodhull, Margaret N.....	Freehold, Monmouth.
Wright, Edna M.....	Rocky Hill, Somerset.

## A FIRST.

Allen, Bertha C.....	Trenton, Mercer.
Almy, Gertrude M.....	Elizabeth, Union.
Ackley, Nora.....	Deerfield, Cumberland.
Babcock, Augustus R., Jr.....	Allentown, Monmouth.
Boehme, Helen C.....	Palmyra, Burlington.
Brooks, Alice D.....	Shirley, Salem.
Browne, Lou.....	Trenton, Mercer.
Buchanan, Isabel R.....	Palmyra, Burlington.
Chapman, Gertrude.....	Newark, Essex.
Conklin, Florence.....	Bayonne, Hudson.
Cramer, Carrie.....	Annandale, Hunterdon.
Crampton, Leonard.....	Bayonne, Hudson.
Crawford, Lillian E.....	Freehold, Monmouth.
Dare, Helen.....	Aldine, Salem.
Davidson, Reba.....	Bridgeton, Cumberland.
Dennis, Emma.....	Hightstown, Mercer.
Dickinson, May.....	New Providence, Union.
Douglass, Carrie.....	Ironia, Morris.
English, Margaret.....	Trenton, Mercer.
Emmons, Elyda.....	West Orange, Essex.
Frazer, Hattie L.....	Perth Amboy, Middlesex.

# STATE NORMAL SCHOOL REPORT.

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Name.	Residence.
Garabrant, Florence.....	East Orange, Essex.
Garretson, Gertrude M.....	Rahway, Union.
Garrigan, Anna.....	Oceanport, Monmouth.
Gaskill, Birdie E.....	New Market, Middlesex.
Haas, Anna.....	Trenton, Mercer.
Herron, Rose M.....	Bordentown, Burlington.
Hogeland, Frank T.....	Trenton, Mercer.
Howell, Lulu.....	Vienna, Warren.
Huff, Carrie M.....	Trenton, Mercer.
Henry, Everett.....	Belford, Monmouth.
Jepson, Ella M.....	Hillsdale, Bergen.
Jones, J. Alfred.....	Long Branch, Monmouth.
Johnson, Mary A.....	Lambertville, Hunterdon.
Johnson, Albert R.....	Raven Rock, Hunterdon.
Justice, Agnes C.....	Pedricktown, Salem.
Kavanagh, Hattie.....	Bayonne, Hudson.
Kent, Janet S.....	Passaic, Passaic.
Kinesid, Margaret.....	Boonton, Morris.
King, Nellie L.....	Passaic, Passaic.
Koestler, Rose.....	Elizabeth, Union.
Lewis, Laura A.....	Roselle, Union.
Link, Lily E.....	Irvington, Essex.
Lippincott, Alice G.....	Woodbury, Gloucester.
Livingston, Edith B.....	Passaic, Passaic.
Martin, Adelaide R.....	Parsippany, Morris.
MacRorie, Margaret.....	South Orange, Essex.
McChesney, Sadie.....	Millburn, Essex.
Midgley, Joy.....	Oceanport, Monmouth.
Miller, Ruth L.....	Friesburg, Salem.
Neighbour, Grace V.....	Califon, Hunterdon.
Newell, Olive.....	Plainfield, Union.
Northrup, Elizabeth B.....	Huntsville, Sussex.
Ohning, Martha M.....	Bayonne, Hudson.
Opie, Vertie.....	Somerville, Somerset.
Randall, Florence.....	River Edge, Bergen.
Reed, Mary A.....	Ocean City, Cape May.
Reeves, Richard E.....	Cape May City, Cape May.
Reid, May C.....	Bayonne, Hudson.
Rhinehart, Jennie M.....	New Germantown, Hunterdon.
Rice, Edyth R.....	Marksboro, Warren.
Scanlon, May.....	Garfield, Bergen.
Shaffer, Margaret.....	New Hope, Pa.
Sharp, F. Elizabeth.....	Lebanon, Hunterdon.
Sheppard, Ira.....	Newport, Cumberland.
Simmermon, Ada.....	Williamstown, Gloucester.
Sinclair, Mark.....	Milford, Hunterdon.



Name.....	Residence.....
Smith, Kathryn.....	Freehold, Monmouth.
Smith, Stanley W.....	Stockton, Hunterdon.
Smith, Gertrude H.....	Haddonfield, Camden.
Steelman, Etta H.....	Steelmanville, Atlantic.
Stevens, William.....	Long Branch, Monmouth.
Stephenson, Bessie G.....	Bordentown, Burlington.
Stites, Frances.....	Hewitt, Passaic.
Stoothoof, Mabel W.....	Franklin Park, Middlesex.
Stover, Miriam.....	Carversville, Pa.
Stover, Rae E.....	Carversville, Pa.
Swayze, M. May.....	Hope, Warren.
Tomlinson, Minnie C.....	Vineland, Cumberland.
Tweed, Alice D. B.....	Williamstown, Gloucester.
Taylor, Kate.....	Frenchtown, Hunterdon.
Van Dyck, Eleanor.....	Bayonne, Hudson.
Williamson, Chester H.....	Bloomsbury, Hunterdon.
Wilson, Edith C.....	Dunellen, Middlesex.
Woolson, Daniel L.....	Cape May, Cape May.

## B SECOND.

Ackerman, Elizabeth D.....	Etna, Bergen.
Allen, Frank, G.....	Fort Lee, Bergen.
Appleget, Mary E.....	Perrineville, Monmouth.
Ayars, Nalla G.....	Shiloh, Cumberland.
Atman, Mabel.....	Trenton, Mercer.
Bainbridge, Florence C.....	Philadelphia, Pa.
Beck, Ella.....	Clayton, Gloucester.
Bedle, Jennie M.....	Keyport, Monmouth.
Binder, Florence E.....	Trenton, Mercer.
Blackwell, Anna K.....	Lambertville, Hunterdon.
Britton, Mahala.....	Netcong, Morris.
Brown, Louise.....	Cliffwood, Middlesex.
Brown, Sadie S.....	Middlebush, Somerset.
Champion, Mary L.....	Port Oram, Morris.
Church, Gertrude.....	Passaic, Passaic.
Coursen, Frank L.....	Marksboro, Warren.
Cronin, Mary.....	Rockaway, Morris.
Chamberlain, Walter.....	Cedarville, Cumberland.
Creamer, Wilbert P.....	Norma, Salem.
Daniels, Ada L.....	Burlington, Burlington.
Diamond, William.....	Stockton, Hunterdon.
Dominick, Gussie C.....	Matawan, Monmouth.
Duncan, Florence A.....	Leonia, Bergen.
Dunham, Martha L.....	Bedminster, Somerset.
Delaney, George.....	Trenton, Mercer.
Elliott, George B.....	Cold Spring, Cape May.

Name.	Residence.
Fleming, Mary C.....	New Brunswick, Middlesex.
Florance, Nettie A.....	Demarest, Bergen.
Foulks, S. Elizabeth.....	Stevens, Burlington.
Frazer, Edna L.....	Perth Amboy, Middlesex.
Gardner, Kathryn.....	Kirkwood, Camden.
Goldsboro, Nellie.....	Gouldtown, Cumberland.
Gordon, Lila A.....	Harrison, Hudson.
Gordon, Samuel.....	Trenton, Mercer.
Gordon, Charles.....	Port Oram, Morris.
Hackett, Della.....	Daretown, Salem.
Haggerty, Mary E.....	Lambertville, Hunterdon.
Hand, Lucy B.....	Port Norris, Cumberland.
Harris, Helen C.....	Bordentown, Burlington.
Haver, Minnie S.....	Lebanon, Hunterdon.
Haynes, Alice E.....	Hopewell, Mercer.
Hays, Henrietta.....	Kingston, Somerset.
Heritage, Ada P.....	Bridgeton, Cumberland.
Holmes, Grace W.....	Shrewsbury, Monmouth.
Hendrick, Lucy A.....	Basking Ridge, Somerset.
Hackett, Helen.....	Woodstown, Salem.
Holcombe, Anna L.....	Trenton, Mercer.
Johnson, Tabitha.....	Camden, Camden.
Kayhart, Minnie.....	Rockaway, Morris.
Kelty, Jennie G.....	Ringoes, Hunterdon.
Kennedy, Anna.....	Spottswood, Middlesex.
Lanning, Mary.....	Markaboro, Warren.
Lewis, Emma J.....	Jersey City, Hudson.
Livermore, H. Louisa.....	Woodbury, Gloucester.
Lockwood, Edith S.....	Asbury Park, Monmouth.
Loeser, Eva M.....	New York City, N. Y.
Lum, Mary.....	Elizabeth, Union.
Lyons, Mary G.....	New Brunswick, Middlesex.
Marlatt, Elizabeth.....	East Orange, Essex.
McCullough, Elizabeth F.....	Trenton, Mercer.
McManus, Anna.....	Trenton, Mercer.
Mingins, Mildred.....	Hackensack, Bergen.
Mohair, Anna B.....	Newton, Sussex.
Moore, Juliet A.....	Hopewell, Mercer.
Morse, Amanda V.....	Mays Landing, Atlantic.
Mullaly, Jennie M.....	Lambertville, Hunterdon.
Murray, Helen.....	Lambertville, Hunterdon.
Nelson, Ada D.....	Hillsdale, Bergen.
Palmborg, Elin V.....	Dunellen, Middlesex.
Parker, Charlotte W.....	Bloomsbury, Hunterdon.
Percy, Violet W.....	Trenton, Mercer.
Pierce, Lucetta.....	Gouldtown, Cumberland.

Name.	Residence.
Potter, Julia L.....	Port Oram, Morris.
Pursell, Ethel.....	White House Station, Hunterdon.
Reger, Luella.....	White House Station, Hunterdon.
Riddle, Ella E.....	Asbury, Warren.
Robbins, Bessie.....	Washington, Warren.
Robbins, Lily.....	Florence, Burlington.
Schwinghammer, Emily S.....	Atlantic City, Atlantic.
Service, Helen T.....	Bridgeton, Cumberland.
Shamalia, Elizabeth G.....	Lambertville, Hunterdon.
Shaw, Edna M.....	Trenton, Mercer.
Sine, Richard.....	Raven Rock, Hunterdon.
Smith, M. Lois.....	Westfield, Union.
Spring, Elizabeth S.....	Rockaway, Morris.
Stanley, Bessie S.....	Salem, Salem.
Steelman, Emma G.....	Ocean City, Cape May.
Stimson, E. Grace.....	Linden, Union.
Stull, Anna M.....	Elizabeth, Union.
Tomlinson, Nellie.....	Shiloh, Cumberland.
Trenbath, Alice C.....	Somerville, Somerset.
Van Doren, Clara.....	Bound Brook, Somerset.
Van Horn, Ethel M.....	Lambertville, Hunterdon.
Van Ness, Edna A.....	Boonton, Morris.
Vannoy, Adra A.....	Hopewell, Mercer.
Voorhis, Lida E.....	River Edge, Bergen.
Wall, Margaret C.....	New Brunswick, Middlesex.
Walsh, Eather A.....	Passaic, Passaic.
Whilden, Lillian.....	Delmont, Cumberland.
Wilson, Eva M.....	Cleveland, O.
Wright, Ina.....	Atlantic City, Atlantic.

## B FIRST.

Ahern, Mary J.....	Bayonne, Hudson.
Burcham, Ada.....	Millville, Cumberland.
Brady, Anna R. G.....	Bayonne, Hudson.
Brokaw, Minnie M.....	Somerville, Somerset.
Burket, Andrew J.....	Croton, Hunterdon.
Chattin, Laura H.....	Trenton, Mercer.
Clark, Evalena.....	Trenton, Mercer.
Conners, Joseph A.....	Trenton, Mercer.
Cooper, Agnes W.....	Lambertville, Hunterdon.
Cumberson, Eleanor.....	Red Bank, Monmouth.
Corson, Susie J.....	Bound Brook, Somerset.
Davidson, Flossie K.....	Junction, Hunterdon.
Drumm, Margaret A.....	Elizabeth, Union.
Du Bois, L. Brantley.....	Elmer, Salem.
Furman, Katherin.....	Trenton, Mercer.

# STATE NORMAL SCHOOL REPORT.

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Name.	Residence.
Foran, Anna M.....	Lambertville, Hunterdon.
Fine, Edith T. E .....	Trenton, Mercer.
Flanigan, Mary.....	Mount Hope, Morris.
Garwood, Louie J.....	Elmer, Salem.
Glidersleeve, F. Mae.....	Sayreville, Middlesex.
Hudnet, Florence E.....	Trenton, Mercer.
Hackett, Arthur B.....	Woodstown, Salem.
Hackett, Clarence E.....	Woodstown, Salem.
Hannan, Emma C.....	Deerfield, Cumberland.
Hartshorne, Lavina.....	Trenton, Mercer.
Hoag, Winifred A.....	Waterford, Camden.
Hunt, Delia.....	Princeton, Mercer.
James, Lillian.....	Toms River, Ocean.
Johnson, Gertrude.....	Whig Lane, Salem.
McClees, Sarah.....	Red Bank, Monmouth.
McIntyre, Louise ..	Bayhead, Ocean.
Pierrepont, Mollie C.....	Trenton, Mercer.
Rea, Julia.....	South Amboy, Middlesex.
Riley, Everett.....	Trenton, Mercer.
Robbins, Lydia A. K.....	Trenton, Mercer.
Stafford, Mary A.....	New Brunswick, Middlesex.
Sutton, Martha E.....	Red Bank, Monmouth.
Scully, Jennie.....	South Amboy, Middlesex.
Sutphin, Gertrude M.....	Matawan, Monmouth.
Swayze, Grace.....	Glen Gardner, Hunterdon.
Shreve, Sarah B.....	Kinkora, Burlington.
Vanness, Lillie A.....	Hamilton Square, Mercer.
Wiseman, Jack M.....	Trenton, Mercer.
Wiseman, Joseph S.....	Trenton, Mercer.



# MODEL SCHOOL REGISTRY.

## HIGH SCHOOL DEPARTMENT.

### *Males.*

#### SENIOR CLASS.

Name.	Residence.
Camp, Charles W.....	Trenton.
Hollingsworth, Frank.....	Scotch Plains.
Lawrence, Frank D.....	Trenton.
Lowenstein, Sol. A.....	Trenton.
Rittenhouse, Edward, Jr.....	Lambertville.
Van Dyke, Ernest C.....	Stockton.

#### A CLASS.

Anderson, R. Earle.....	Trenton.
Carter, William P.....	Fieldsborough.
Hanson, Howard E.....	Trenton.
Hunt, Raymond.....	Stockton.
Hewitt, Chas. C.....	Trenton.
Jenkins, Weston, Jr.....	Trenton.
Messler, Benj. E.....	Trenton.
Schultz, John A.....	Trenton.
Studdiford, Douglass.....	Bloomingtondale, N. Y.

#### B CLASS.

Abbett, Leon.....	Trenton.
Aitkin, Elzey S.....	Trenton.
Baumgartner, Charles G.....	Trenton.
Bellerjeau, William Y.....	Trenton.
Britton, John K.....	Trenton.
Butler, Frank M.....	Lambertville.
Buchanan, James M.....	Trenton.
Conway, Frank A.....	Lambertville.
Dunning, Edmund S.....	Trenton.
Jackson, Russell J.....	Trenton.
Jay, Douglass.....	Trenton.
Katsenbach, Welling S.....	Trenton.
Kirkpatrick, John.....	Jamesburg.

Name.	Residence.
Packer, Donald J.....	Trenton.
Rogers, Lawrence H.....	Trenton.
Sands, Joseph H.....	Trenton.
Spilsbury, Raymond G .....	Trenton.
Stretch, Albert T.....	Trenton.
Wilson, Harry R.....	Trenton.

## C CLASS.

Bamford, Chas. E.....	Trenton.
Blackwell, William H.....	Titusville.
Bodine, Joseph L.....	Trenton.
Burgess, J. Stewart.....	Morrisville, Pa.
Buck, Howard R.....	Trenton.
Cloke, Paul.....	Trenton.
Cresse, G. Wadsworth.....	Trenton.
Farley, Marcus M.....	Trenton.
Gandy, Ferd. R.....	Trenton.
Gerke, Granson.....	Alpine.
Hall, Chas. G.....	Plainfield, N. H.
Hewitt, Waldburg.....	Trenton.
Hurley, Willis E.....	Trenton.
Howell, J. Roscoe .....	Trenton.
Jenkins, Donald.....	Trenton.
Kennedy, Chas. B.....	Trenton.
La Rue, J. Malcolm.....	Trenton.
MacCrellish, William..	Trenton.
Martindale, Wm. H.....	Trenton.
Mather, Geo. S.....	Dutch Neck.
Messler, Jas. S.....	Trenton.
Reynolds, Ralph.....	Wickford, R. I.
Rue, John D.....	Dutch Neck.
Roebbing, Washington A.....	Trenton.
Shangle, Fred.....	Trenton.
Spilsbury, Persifor.....	Trenton.
Stokes, Robt. J.....	Trenton.
Schermerhorn, Robt.....	Trenton.
Throp, Russell R.....	Trenton.
Thompson, Joseph.....	Freehold.
White, E. Powers.....	Pennsville.
Whitehead, Russell F.....	Trenton.
Witte, Fred. C.....	Trenton.
Wright, Edward C.....	Trenton.
Wyckoff, John R. ....	Dutch Neck.

## GRAMMAR SCHOOL DEPARTMENT.

## A CLASS.

Name.	Residence.
Barwis, Harold S.....	Trenton.
Baumgartner, Howard.....	Trenton.
Brooks, John N. ....	Trenton.
Bullock, Edwin S.....	Trenton.
Biles, Harry S.....	Trenton.
Chew, Joseph B.....	Millville.
Cranmer, Alvin.....	Long Branch.
Dale, Ernest.....	Trenton.
Doyle, W. Arthur.....	Trenton.
Donnelly, Richard A.....	Trenton.
Green, Bayard M.....	Trenton.
Harrison, Isaac.....	Trenton.
Hillman, Le Roy A.....	Trenton.
Halsey, Orville P.....	Mt. Pleasant.
Hill, Robt. B.....	Trenton.
Kiefer, George W.....	Harmony.
Kirkpatrick, David.....	Jamesburg.
Lilly, William.....	Lambertville.
Morris, Sidney V.....	Bristol, Pa.
Martin, Chauncey.....	Martinsville.
Magowan, Donald F.....	Trenton.
Morgan, Harry L.....	Trenton.
Post, J. Foster .....	Trenton.
Randolph, Le Roy.....	Gloucester.
Taylor, Bryan A.....	Lambertville.
Tompkins, Vinton.....	Trenton.
Trask, Albert.....	Dixfield, Me.
Watson, John C.....	Trenton.

## B CLASS.

Bacon, Willie .....	Trenton.
Binder, Walter J.....	Trenton.
Cook, Elliott D.....	Trenton.
Covert, William .....	Trenton.
Gallagher, Thos. P.....	Trenton.
Green, Caleb S.....	Trenton.
Hayes, Jas. L., Jr.....	Trenton.
Heath, S. Roy.....	Trenton.
Mackenzie, Harold O.....	Trenton.
Mordel, Fred. W.....	Trenton.
Murphy, Daniel.....	Trenton.



Name.	Residence.
Murphy, James A.....	Trenton.
Murphy, William.. ..	Trenton.
O'Neill, Jas. J.....	Basking Ridge.
Pearson, Geo. L.....	Trenton.
Phillips, Jas. A.....	Trenton.
Phillips, J. Raymond.....	Trenton.
Reid, Lester A.....	Englishtown.
Scudder, H. Darcy.....	Trenton.
Whitehead, Radcliffe R.....	Trenton.
Williams, Thomas .....	Trenton.
Wright, Irving L.....	Trenton.

## C CLASS.

Bechtel, Fred. V.....	Trenton.
Beasley, Jeffries J.....	Trenton.
Burke, Louis L.....	Trenton.
Clarke, Earle S.....	Trenton.
Combs, John P.....	Trenton.
Condict, Carroll .....	Hillcrest.
Dunham, John S.....	Trenton.
Freudenmacher, Geo. D.....	Trenton.
Germain, Leon.....	Trenton.
Hayes, William.....	Trenton.
Lanning, Kenneth H.....	Trenton.
Lutze, Geo. C.....	Trenton.
McGuire, Fred .....	Wilburtha.
Mountford, Fred.....	Trenton.
Myers, Mercer C... ..	Trenton.
Nelson, Wade H.....	Trenton.
O'Neill, Matthew.....	New York City.
Skellenger, H. Burtis.. ..	Trenton.
Simmons, Willard H.....	Trenton.
Thomas, Geo. H.....	Trenton.
Voorhees, Harris W.....	Trenton.
Whitehead, Chas. E.....	Trenton.
Whitehead, Murray.....	Trenton.
Wood, I. Trumbull.. ..	Trenton.

## D CLASS.

Aitkin, King A.....	Trenton.
Burd, Harry W.. ..	Trenton.
Brenneman, Henry.. ..	Trenton.
Berry, Frank.. ..	Trenton.
Baumgartner, Edgar F.....	Trenton.

## STATE NORMAL SCHOOL REPORT.

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Name.	Residence.
Clark, John S.....	Trenton.
Crook, Thomas F.....	Trenton.
Eccles, Warren.....	Trenton.
Farley, Le Roy W.....	Trenton.
Fort, Clifford W.....	Trenton.
Garcin, Fred. R.....	Trenton.
Hooper, John J.....	Trenton.
Hutchinson, Percy C.....	Trenton.
Jones, Wm. Strother.....	Trenton.
Levy, Harold C.....	Trenton.
Montgomery, Richard.....	Lambertville.
Neale, Ewing C.....	Trenton.
Oliphant, Dayton A.....	Trenton.
Oliphant, Duncan.....	Trenton.
Oliphant, Ross G.....	Trenton.
Prior, Walter W.....	Trenton.
Rogers, Amos, Jr.....	Trenton.
Scudder, John M.....	Trenton.
Stokes, Joseph.....	Trenton.
Tams, Blaine.....	Trenton.
Wood, Rushmore.....	Trenton.
Yard, George B.....	Trenton.

### PRIMARY DEPARTMENT.

#### FOURTH YEAR.

Cook, Roscoe K.....	Trenton.
Harper, Frank W.....	Morrisville, Pa.
Howell, Marvin L.....	Trenton.
Leavitt, Fred. H.....	Trenton.
Manning, Alex. L.....	Trenton.
Martindale, Hugh.....	Trenton.
May, Jerome F.....	Trenton.
Mumper, Hulings.....	Trenton.
Parker, John K.....	Trenton.
Roberts, Lloyd M.....	Trenton.
Stockton, Richard.....	Trenton.
Spilsbury, Hugh G.....	Trenton.
Tams, Raymond B.....	Trenton.
Travers, Morris.....	Trenton.

#### THIRD YEAR.

Clayton, Arthur E.....	Trenton.
Cloke, Philip B.....	Trenton.
Dolton, William B.....	Trenton.

Name.	Residence.
Howell, Raymond.....	Trenton.
Jones, W. Strother.....	Trenton.
Lanning, Robt. S.....	Trenton.
Lee, Howard A.....	Trenton.
Miller, Bertrand F.....	Trenton.
Murray, J. Cornell.....	Trenton.
Moses, John.....	Trenton.
Noble, William H.....	Trenton.
Oliphant, Donald C.....	Trenton.
Rogers, Alvin S.....	Trenton.
Royal, Joseph S.....	Trenton.
Travers, Lewis B.....	Trenton.
Tams, James E.....	Trenton.
Willels, Henry G.....	Trenton.
Williamson, Wm. W.....	Trenton.
Yard, Townsend.....	Trenton.

## SECOND YEAR.

Boyle, J. Raymond.....	Trenton.
Cantwell, Frank.....	Trenton.
Dolton, Edward.....	Trenton.
Edmunds, Francis.....	Trenton.
Forst, D. Parry.....	Trenton.
Foster, Frederick.....	Trenton.
Orr, H. Walter.....	Trenton.
Rogers, Harold.....	Trenton.
Sickel, Harrington.....	Trenton.
Tams, James.....	Trenton.
Watson, William.....	Trenton.
Whitehead, Brearley.....	Trenton.

## FIRST YEAR.

Bockee, Raymond.....	Trenton.
Brandt, Maurice F.....	Trenton.
Donnelly, Arthur.....	Trenton.
Fischer, Otto E.....	Trenton.
Foster, William.....	Trenton.
Hardman, Jack W.....	Trenton.
Mumper, Morris M.....	Trenton.
Murray, Edw. C.....	Trenton.
Narr, Francis.....	Trenton.
Nichols, L. Welling.....	Trenton.
Perrine, Henry.....	Trenton.
Richardson, Clarence.....	Trenton.
Riggs, Milton J.....	Trenton.

# STATE NORMAL SCHOOL REPORT.

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Name.	Residence.
Raisch, Le Roy.....	Trenton.
Spears, Edw. R.....	Trenton.
Sewall, Marshall .....	Trenton.
Stockton, Jack.....	Trenton.
Taylor, Louis C.....	Trenton.
Thomas, Harold E.....	Trenton.
Whitehead, Gardner.....	Trenton.
Whitehead, Paul.....	Trenton.
Whitehead, Winthrop.....	Trenton.
Wilson, Bayard.....	Trenton.
Walsh, Francis.....	Trenton.
Woolverton, John H.....	Trenton.

## SUMMARY.

Whole number enrolled during the year.....	240
Number enrolled the first quarter.....	217
“ “ “ second quarter.....	218
“ “ “ third quarter.....	219
“ “ “ fourth quarter.....	215
Average number enrolled per quarter.....	217

## HIGH SCHOOL DEPARTMENT.

### *Females.*

#### POST GRADUATES.

Name.	Residence.
Budd, Mary H.....	Chester.

#### SENIOR CLASS.

Bodine, Elizabeth D.....	Trenton.
Bruen, Harriet D.....	Rockaway.
Brunyate, Josephine K... ..	Millville.
Compton, Mabel.....	Mauricetown.
Green, Lucile.....	Trenton.
Hixson, Laura Bell.....	Elizabeth.
Jones, Mary Emma.....	Rockaway.
MacCrellish, Elizabeth .....	Trenton.
Raymond, Clare S.....	Lawrenceville.
Rogers, Ada May.....	Trenton.
Weatherby, Gertrude.....	Millville.
White, Sarah M.....	Penn Valley, Pa.

## A CLASS.

Name.	Residence.
Edmunds, Margaret.....	Trenton.
Elvin, Lucile.....	Bridgeport.
Ege, Mary H. ....	Hopewell.
Farr, Emily H.....	Lawrenceville.
Fisk, Elizabeth C .....	Trenton.
Heinsheimer, Mabelle. ....	Newark.
Hendrickson, Clara May.....	Trenton.
Howell, Mary W.....	Lawrenceville.
Howell, Thirza A.....	Morrisville, Pa.
Lewis, Lucy K.....	Vineland.
MacCrellish, Belle .....	Trenton.
Packer, Martha M.....	Trenton.
Parker, Helen.....	Manasquan.
Smock, Clara B.....	Trenton.
Waterman, Florence .....	Red Bank.

## B CLASS.

Arend, Christine M.....	Trenton.
Burgess, Clara G.....	Morrisville Pa.
Butler, Bertha M.....	Beach Haven.
Coleman, Helen U.....	Trenton.
Colyer, Helen R .....	Newark.
Davison, Mary E.....	Jamesburg.
Dilks, Clara G.....	Princeton.
Fowler, Gertrude E.....	Morrisville, Pa.
Howell, Bessie.....	Lawrenceville.
Jago, Florence S.....	Millville.
Johnston, Fannie H.....	Trenton.
Lowenstein, Hortense.....	Trenton.
Marsh, Josephine M .....	Scotch Plains.
Matlack, Belle F .....	Trenton.
Moon, Elsie S .....	Morrisville, Pa.
Moore, Edith.....	Trenton.
Morris, Fannie R.....	Trenton.
Naylor, Edith B.....	Morrisville, Pa.
Pursell, Gertrude A. ....	Yardley, Pa.
Quigley, Florence.....	Trenton.
Robson, Eva D.....	Trenton.
Schweizer, Henrietta C.....	Trenton.
Shepherd, Genevieve C.....	Trenton.
Skillman, Ethel T.....	Trenton.
Stanwood, Edna G .....	Newark.
Summers, Rachel.....	Trenton.
Tilton, Abigail W.....	Jacobstown.

# STATE NORMAL SCHOOL REPORT.

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Name.	Residence.
Titus, Louisa D.....	Morrisville, Pa.
Wallis, Freda L. E.....	Trenton.
Witte, Mabel.....	Trenton.
Wyckoff, Alice F.....	Dutch Neck.
Yardley, Lillian B.....	Yardley, Pa.

## C CLASS.

Allen, Bertha.....	Titusville.
Allen, Edna M.....	Red Bank.
Allen, Frank G.....	New York, N. Y.
Backus, Maud.....	Trenton.
Berry, Madeline .....	Trenton.
Buckman, Mabel.....	Penn Valley, Pa.
Cooley, Olive.....	Trenton.
Cook, Ella B.....	Trenton.
Curtis, May B.....	Trenton.
Davis, Jeannette.....	White House Station.
Felter, Florence.....	Hopewell.
Graham, Jennie E.....	Point Pleasant.
Hall, Katherine J.....	Trenton.
Hilson, Marie L. H. ....	Trenton.
Holcombe, Bessie R.....	Lambertville.
Lake, Mary L.....	Trenton.
Maddock, Martha T.....	Trenton.
May, Cassandria.....	Trenton.
McDowell, Edith M.....	Jamesburg.
Mull, Nellie H.....	Morrisville, Pa.
Patterson, Harriet H....	Chapel Hill.
Richey, Frances .....	Asbury.
Robbins, Anna T.....	Morrisville, Pa.
Rowland, Ella E.....	Dayton.
Rowland, Emma S.....	Dayton.
Scudder, M. Louise.....	Trenton.
Skirm, Bessie P.....	Trenton.
Sterling, Bertha.....	Morrisville, Pa.
Stull, Julia C. ....	Trenton.
Umpleby, Mary J.....	Trenton.
Whitehead, Bertha H.....	Trenton.
Whitehead, Stella L.....	Trenton.
Woolman, Jennie H.....	Crosswicks.
Young, Marion L. ....	Trenton.

## GRAMMAR SCHOOL DEPARTMENT.

Name.	A CLASS.	Residence.
Agnew, Olive J.	.....	Titusville.
Applegate, Ada M.	.....	Lawrenceville.
Beer, Evelyn R. B.	.....	Trenton.
Burd, Lucy H.	.....	Trenton.
Burke, Marjorie L.	.....	Stoutsburg.
Campbell, Fannie C.	.....	Trenton.
Curtis, Janet F.	.....	Trenton.
Davies, Ida.	.....	Trenton.
Dean, Isabel.	.....	Lake Mahopac, N. Y.
DeCou, Edith B.	.....	Trenton.
Deutz, Alice J.	.....	Trenton.
Donnelley, Susie C.	.....	Trenton.
Ely, Jessie N.	.....	Lambertville.
Fletcher, Ethel M.	.....	Trenton.
Garrison, Frances E.	.....	Cranbury.
Gibson, Mary J.	.....	Brownsburg, Pa.
Lake, Olive V.	.....	Hopatcong.
Macpherson, Helen K.	.....	Trenton.
Magowan, Allene E.	.....	Trenton.
Magowan, Orilla W.	.....	Trenton.
Morse, Bessie A.	.....	Prospect Plains.
Morse, Grace P.	.....	Prospect Plains.
Myers, Hazel.	.....	Trenton.
Noble, Cornelia S.	.....	Trenton.
Pullen, Jennie.	.....	Trenton.
Riddle, Ella.	.....	Asbury.
Shull, Asenath A.	.....	Tullytown, Pa.
Skillman, Addie V. D.	.....	Trenton.
Smith, Georgia.	.....	Butzville.
Sterling, Thirza.	.....	Morrisville, Pa.
Stout, Edith R.	.....	Trenton.
Tams, Eugenia M.	.....	Trenton.
Updegrove, Maidee.	.....	Trenton.
Watson, Ethel.	.....	Trenton.
Wood, Nita S.	.....	Williamstown.
Wright, Emma J.	.....	Trenton.

## B CLASS.

Acock, Bertha S.	.....	Trenton.
Ahern, Mary J.	.....	Bayonne City.
Aitkin, Margaret E.	.....	Trenton.
Alpaugh, Margery S.	.....	Trenton.

# STATE NORMAL SCHOOL REPORT.

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Name.	Residence.
Atman, Mabel.....	Trenton.
Beal, Ethel P.....	Trenton.
Birdsall, Rhoda H.....	Waretown.
Blauth, Mary W.....	Trenton.
Brady, Anna P.....	Bayonne City.
Brady, Genevieve.....	Bayonne City.
Bremhall, Ada V.....	Park Ridge.
Brian, Lillian.....	Trenton.
Brinkman, Lydia E.....	Jersey City Heights.
Brinkman, A. Maude.....	Jersey City Heights.
Britton, Margaret.....	Trenton.
Buchanan, Martha K.....	South Amboy.
Byrnes, Katie E.....	Trenton.
Carmody, Anna.....	Trenton.
Carroll, Elizabeth.....	Bayonne City.
Chatten, Laura H.....	Trenton.
Clark, May M.....	Trenton.
Cooke, Grace.....	Trenton.
Cornew, Ethel M.....	Morrisville, Pa.
Dailey, Mary C.....	South River.
Donahoe, Mary.....	Trenton.
Donlon, Frances M.....	Trenton.
Doremus, Maude L.....	Trenton.
Drumm, Lilyian A.....	Elizabeth.
Drumm, Margaret.....	Elizabeth.
English, Helen S.....	Trenton.
Fine, Edith T.....	Trenton.
Fine, Elizabeth.....	Trenton.
Flanigan, Mary.....	Mount Hope.
Foran, Anna.....	Lambertville.
Fritz, Cecilia B.....	Trenton.
Furman, Katherine M.....	Trenton.
Gerity, Mary G.....	Trenton.
Gildersleeve, F. May.....	Sayreville.
Hannan, Emma C.....	Deerfield.
Harker, Ada.....	New Egypt.
Hartshorne, Lavinia M.....	Trenton.
Horner, Estella E.....	Chesterfield.
Hunt, Jessie M.....	Trenton.
James, Lillian D.....	Toms River.
Johnson, Bertha S.....	Trenton.
Johnson, Gertrude.....	Whig Lane.
Kirkbride, M. Maud.....	Penn's Manor, Pa.
Lanning, Mary.....	Marksboro.
La Rue, Alice W.....	Trenton.
Lee, Emma R.....	Trenton.



Name.	Residence.
MacCrellish, Jennie M.....	Trenton.
Magner, Margaret E.....	Bayonne City.
Magowan, Bessie L. ....	Trenton.
Mahoney, Catherine .....	Bayonne.
Malley, Margaret E. ....	Trenton.
Mason, Ada B.....	Slackwood.
May, Edna M.....	Trenton.
McIntyre, Louise.....	Bay Head.
Moore, Mary S.....	Trenton.
Mount, Sara W.....	Hamilton Square.
Nelson, Ada B.....	Neshanic.
Oliver, Mary P.....	Burlington.
Pierrepoint, Mary C. ....	Trenton.
Pierson, Charlotte.....	Trenton.
Reilley, Margaret.....	Trenton.
Reilley, Mary D.....	Bayonne City.
Riddle, Blanche.....	New Hampton.
Roberts, Marion G.....	Trenton.
Robinson, Evelyn E.....	Elizabeth.
Robinson, Myra A.....	Philadelphia, Pa.
Rowland, Jessie A.....	Monmouth Junction.
Rusling, Emily W.....	Trenton.
Scott, Mary E.....	Monmouth Junction.
Shreve, Ada L.....	Trenton.
Skillman, Emma G.....	New Brunswick.
Skillman, Josephine .....	Trenton.
Smith, Margaret R.....	Dayton.
Smith, M. Lois.....	Westfield.
Steel, Sara M.....	Trenton.
Frier, Louise F.....	Trenton.
Tutty, Margaret... ..	Mount Hope.
Van Doren, Olive A.....	Plainsboro.
Vanness, Lillie A.....	Hamilton Square.
Waterman, Nellie L.....	Pennington.
Willets, Elizabeth. ....	Trenton.
Wright, Viola M... ..	Camden.

## GRAMMAR C.

Atchley, Florence M.....	Ewingville.
Bruton, Lettice.....	Trenton.
Carr, Julia B.....	Trenton.
Cornew, Elsie M.....	Trenton.
Cresse, Hannah C.....	Trenton.
DeCou, Emily H.....	Trenton.
Edmunds, Katherine.....	Trenton.
Forst, Vera.....	Trenton.

# STATE NORMAL SCHOOL REPORT.

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Name.	Residence.
Harper, Elmira E.....	Morrisville, Pa.
Hilson, Sue E .....	Trenton.
Johnson, Edna M.....	Kingston.
Levy, Helen R.....	Trenton.
Loveland, Maude C.....	Trenton.
Macpherson, Emma G.....	Trenton.
Meyrick, Emily G.....	Princeton.
Moore, Ethel C.....	Trenton.
Morris, Mabel I.....	Hamilton Square.
Pitman Adaleane M.....	Trenton.
Reeves, Helen W.....	Trenton.
Robbins, Susie B.....	Trenton.
Sommer, Anna J. M .....	Trenton.
Strong, Leila G. ....	Trenton.
Van Artadalen, Charlotte H.....	Titusville.
Wilson, Helen M.....	Trenton.
Witte, Frances J. ....	Trenton.
Wood, Anna K.....	Trenton.

## GRAMMAR D.

Alpaugh, Emily H.....	Trenton.
Apgar, Mildred H.....	Trenton.
Bogart, Lena J.....	Trenton.
Britton, Ramona J.....	Trenton.
Buchanan, Mildred F.....	Trenton.
Clemmer, Lizzie R.....	Trenton.
Curtis, Elizabeth F.....	Trenton.
Doyle, Mary C.....	Trenton.
Foot, Ethelwynne.....	Trenton.
Holl, Ethel T.....	Trenton.
Hooper, Maude W.....	Trenton.
Kennedy, Margaret B.....	Trenton.
Lee, Mabel J.....	Trenton.
Middleton, Hannah L.....	Trenton.
Mumper, Alice.....	Trenton.
Pope, Lottie M.....	Trenton.
Schulte, Helen L. F.....	South Orange.
Sommer, Josephine C.....	Trenton.
Stapler, Helen .....	Trenton.
Stokes, Carolyn.....	Trenton.
Tompkins, Dorothy T.....	Trenton.
Throp, Ethel N.....	Trenton.
White, Mary, M.....	Trenton.
Wilkes, Edna P.....	Trenton.
Willets, Susan Y. ....	Trenton.

## PRIMARY DEPARTMENT.

## FOURTH YEAR.

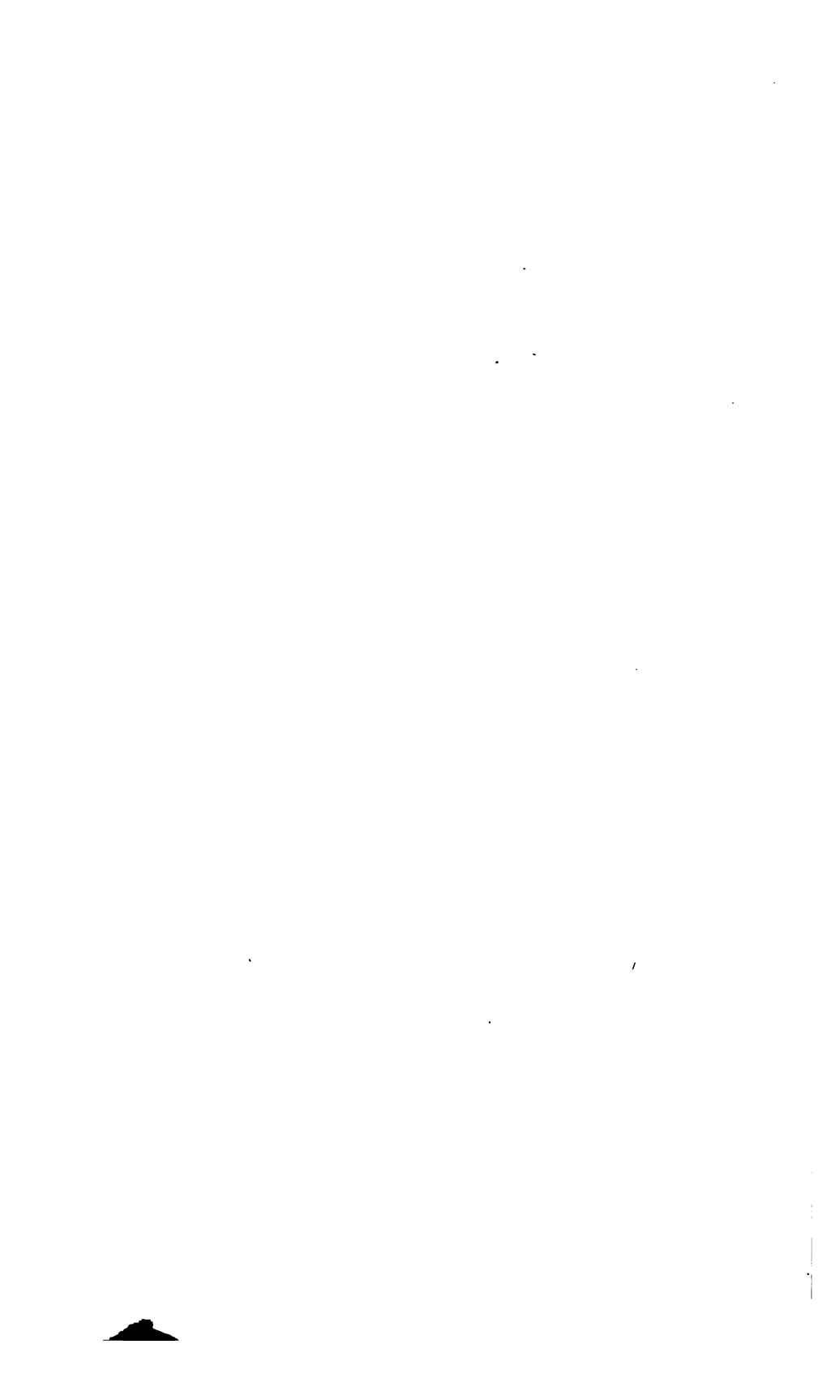
Name.	Residence.
Bowne, Alice R.....	Trenton.
Boyle, Frances A.....	Trenton.
Buchanan, Isabel.....	Trenton.
Cantwell, Alice.....	Trenton.
Dye, Florence.....	Trenton.
Eccles, Stella B.....	Trenton.
Edmunds, Mary D.....	Trenton.
Gihon, Anna B.....	Trenton.
Green, Helen L.....	Trenton.
Hendrickson, Elizabeth.....	Trenton.
MacCrellish, Margaret.....	Trenton.
Macpherson, Elizabeth.....	Trenton.
Macpherson, Lydia.....	Trenton.
Poole, Hazel B.....	Trenton.
Stokes, Mary E.....	Trenton.
West, Jeannette M.....	Trenton.

## THIRD YEAR.

Apgar, Anna M.....	Trenton.
Broughton, Marguerite A.....	Trenton.
Buchanan, Marion.....	Trenton.
Covert, Mildred S.....	Trenton.
Crozer, Ethel M.....	Trenton Junction.
Fletcher, Grace.....	Trenton.
Fitzcharles, Janet.....	Trenton.
Gordon, Frances.....	Trenton.
Green, Anna B.....	Trenton.
Gnichtel, Julia.....	Trenton.
Hill, Dorothy W.....	Trenton.
Hilson, Margaret C.....	Trenton.
Kelly, Maude R.....	Trenton.
Outcalt, Edna M.....	Trenton.
Outcalt, Helen C.....	Trenton.
Rogers, Elsie J.....	Trenton.
Scudder, Elsie G.....	Trenton Junction.
Skillman, Edna V.....	Trenton.
Stapler, Adele M.....	Trenton.
Sweeney, Marguerite.....	Trenton.

## SECOND YEAR.

Auten, Emilie.....	Trenton.
Baker, Julia D.....	Trenton.
Britton, M. Virginia.....	Trenton.





# STATE NORMAL SCHOOL REPORT.

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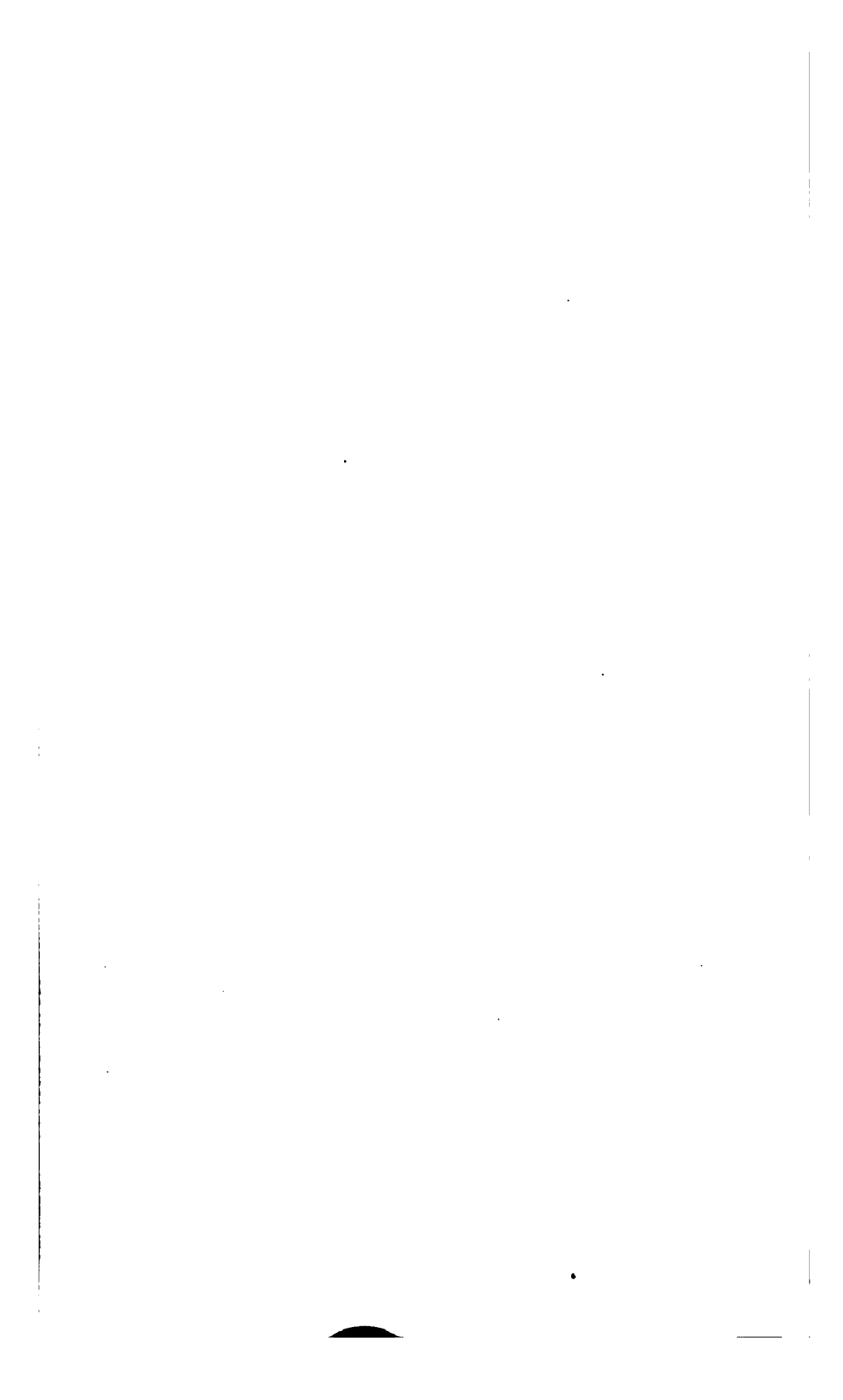
Name.	Residence.
Buchanan, Mary.....	Trenton.
Fort, Ada .....	Trenton.
Gordon, Mildred.....	Trenton.
Gunson, May.....	Trenton.
Lawton, Helen M.....	Trenton.
Maddock, Sarah B.....	Trenton.
Moore, Margaret.....	Trenton.
Porter, Helen H.....	Trenton.
Patterson, Hattie.....	Trenton.
Spilsbury, Beulah.....	Trenton.
Stull, Gladys W.....	Trenton.
Swan, Marion H.....	Trenton.
Whittlesey, Olga.....	Trenton.

## FIRST YEAR.

Alpaugh, Katherine S.....	Trenton.
Ashmore, Helen.....	Trenton.
Beasley, Mary S.....	Trenton.
Bowman, Helen S.....	Trenton.
Broughton, Beatrice A.....	Trenton.
Cook, Ethel C.....	Trenton.
Cook, Lucy B.....	Trenton.
Harper, Mabel E.....	Morrisville, Pa.
Hurley, Marie J.....	Trenton.
Maddock, Maud.....	Trenton.
Naar, Constance.....	Trenton.
Naar, Mildred.....	Trenton.
Perrine, Ida.....	Trenton.
Sutphin, Gertrude.....	Trenton.
Townsend, Muriel .....	Trenton.
Wilson, Martha .....	Trenton.
Wood, Gertrude K.....	Trenton.

## SUMMARY.

Whole number enrolled during the year.....	836
Number enrolled the first quarter.....	818
“ “ “ second quarter.....	807
“ “ “ third quarter.....	287
“ “ “ fourth quarter.....	276
Average number enrolled per quarter.....	297



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# MANUAL.

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(28)





## NORMAL SCHOOL FACULTY.

---

JAMES M. GREEN, PH.D., PRINCIPAL.

---

AUSTIN C. APGAR, VICE PRINCIPAL,  
*Instructor in Botany and Zoology.*

---

FLORENCE WELLS SLATER,  
*Instructor in Botany and Zoology.*

---

KATE D. STOUT,  
*Training Teacher.*

---

LEVI SEELEY, PH.D.,  
*Instructor in History and Science of Education.*

---

ELIAS F. CARR, PH.D.,  
*Instructor in Higher Mathematics.*

---

LILLIE A. WILLIAMS,  
*Instructor in Psychology.*

---

HARRIET ALDEN,  
*Instructor in Psychology.*

---

WILLIAM N. MUMPER, PH.D.,  
*Instructor in Physics and Chemistry.*

ANNIE HEATH THOMAS, M.A.,  
*Instructor in Chemistry.*

---

MARY C. FIELD,  
*Instructor in Drawing.*

---

CAROLINE McGUIRE,  
*Instructor in Reading and English.*

---

SARAH A. DYNES, Ph.B.,  
*Instructor in History.*

---

SUSAN A. REILLY,  
*Instructor in Geography.*

---

DICKERSON H. FARLEY,  
*Instructor in Penmanship and Bookkeeping.*

---

EDITH M. LUTHER, M.A.,  
*Instructor in English.*

---

FRANK H. SCOBEEY,  
*Instructor in Algebra and Arithmetic.*

---

WILLIAM J. MORRISON, B.S.,  
*Instructor in History and Arithmetic.*

---

CHARLES A. BURT, B.S.,  
*Instructor in Manual Training.*



H. B. BOICE, M.D.,

*Instructor in Physiology and Director in the Gymnasium.*

---

HARRIET E. TRASK,

*Instructor in Physical Training.*

---

LAURA C. JOHNSON,

*Instructor in Vocal Music.*

---

CHARLES S. SKILTON, B.A.,

*Instructor in Piano and Theory.*

---

WILLIAM OTTO POLEMANN,

*Instructor in Voice Culture.*

---

HARRIET BOYER,

*Preceptress in Girls' Hall.*

---

SUSAN V. KINGMAN,

*Associate Preceptress.*

---

MARTHA F. NELSON,

*Librarian.*

---

JANE L. HINMAN,

*Secretary.*







## MODEL SCHOOL FACULTY.

---

OLIVER C. MORDORF, M.A.,  
SUPERVISOR IN HIGH AND GRAMMAR DEPARTMENTS,  
*Instructor in Latin and Mathematics.*

---

SARAH Y. ELY,  
SUPERVISOR IN HIGH AND GRAMMAR DEPARTMENTS,  
*Instructor in Mathematics.*

---

GRACE A. WOOD,  
SUPERVISOR IN PRIMARY DEPARTMENT,  
*Instructor in D Grade.*

---

MELINA A. BOSWORTH,  
*Instructor in History and Literature.*

---

ALICE L. BREWSTER, B.A.,  
*Instructor in Literature and History.*

---

MARGARET B. PARKER,  
*Instructor in Drawing.*

---

DICKERSON H. FARLEY,  
*Instructor in Penmanship and Bookkeeping.*



J. CLARENCE SMITH, B.A.,  
*Instructor in Latin and Greek.*

---

C. ERNEST DECHANT, B.A.,  
*Instructor in Mathematics and Preceptor in Boys' Hall.*

---

ELIZABETH B. JOHNSON,  
*Instructor in English.*

---

M. LILLIAN NEWMAN,  
*Instructor in Geography.*

---

JOSEPHINE CARLL,  
*Instructor in Arithmetic.*

---

ANNA B. BOCKEE, B.S.,  
*Instructor in German.*

---

LUCIE J. LULL,  
*Instructor in French.*

---

SARAH R. BUDD, B.A.,  
*Instructor in Latin and English.*

---

BERCY A. HUMPHREY,  
*Instructor in Reading and Elementary Science.*

---

CHARLES A. BURT, B.S.,  
*Instructor in Manual Training.*

---

ISABELLA MACDERMOTT,  
*Instructor in Grammar D.*

---

ELEANOR S. BOICE,  
*Instructor in Grammar D.*

---

MERCY A. PEARSON,  
*Instructor in A Primary.*

---

LOUISE B. STRUBLE,  
*Instructor in B Primary.*

---

ETHEL C. KNODLE,  
*Instructor in C Primary.*

---

NELLIE ELIZABETH LAIR,  
*Instructor in Kindergarten.*

---

H. B. BOICE, M.D.,  
*Instructor in Physiology and Director in Gymnasium.*

---

HARRIET E. TRASK,  
*Instructor in Physical Training.*

---

ALICE BROOKS,  
*Instructor in Vocal Music.*

---

CHARLES S. SKILTON, B.A.,  
*Instructor in Piano and Theory.*

WILLIAM OTTO POLEMANN,  
*Instructor in Voice Culture.*

---

MARTHA F. NELSON,  
*Librarian.*

# THE NORMAL SCHOOL.

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## REGULATIONS.

### Conditions of Admission.

There cannot be more than six hundred students in the Normal School at one time.

Each county is entitled to at least six times as many students in the school as it has representatives in the Legislature. If the quota from any county is not full, additional students may be received from other counties.

If the number of applicants is larger than the number that can be received, preference will be given in the order of merit shown in the entrance conditions.

New classes begin in September and February.

All applications for admission on certificate in September, 1899, should be made in writing on or before June 16th.

Persons desiring to take the entrance examinations for the September term should notify the Principal, in writing, on or before June 12th.

Entrance examinations will be held at the Normal School June 13th, 14th and 15th.

The dates for entrance examinations and for applications to be admitted on certificate for the September term are fixed early in June, owing to the fact that the number of applications is generally in excess of the number who can be received, and it is desirable that applicants should know at an early date whether or not they can be admitted.

Applicants for the September term will be notified on or before June 30th whether or not they can be received.

There will be no entrance examination in September, unless unexpected vacancies should occur in the list of accepted applicants.

Application for admission to the term beginning February, 1900, whether on certificate or examination, should be made to the Principal, in writing, on or before January 26th.

The entrance examinations for that term will take place Tuesday, Wednesday and Thursday, January 30th, 31st, and February 1st.

Applicants must be at least sixteen years of age, and of unquestionable moral character.

They must declare their intention to teach in the public schools of this State for at least two years, by signing the following declaration and agree-

ment: "The undersigned, having been admitted as pupils in the New Jersey State Normal School, hereby declare that it is their intention to engage in the employment of teachers in the public schools of this State for at least two years, and that their object in resorting to this school is the better to qualify themselves for that responsible duty. The undersigned also hereby agree to report themselves semi-annually, in writing, for the aforesaid period of two years, to the Principal of the State Normal School, in case they enjoy its privileges for one term or more."

They must be in good health and able to sustain a good examination in Orthography, Reading, Geography, History, Arithmetic, English, Physiology and Hygiene, Business and Social Forms.

This examination will test maturity of thought, as well as knowledge of subject matter.

The following syllabi will indicate the scope in these examinations :

#### Reading.

A dictation exercise is given from a classic that will test the knowledge of capitalization, punctuation and spelling.

The ability to distinguish and make the vowel and consonant sounds.

The applicant will be asked to read a classic either in prose or poetry, and will be observed on the following points :

- (a) General bearing.
- (b) Pronunciation and articulation.
- (c) Understanding of what is read, indicated largely by emphasis and inflection.
- (d) Quality of tone, fluency and naturalness.
- (e) Ability to enter into the spirit of the selection.

#### Geography.

Elementary mathematical geography, and the general physical and political features of the continents.

The relation of the physical features to the distribution of the political.

- (a) Processes or agencies at work in nature changing the surface of the earth and forming soil.
- (b) General features of atmospheric circulation.
- (c) The controls of climate.
- (d) The causes for the location and the growth of cities.
- (e) The industrial and intellectual development of the people of a region as related to their physical environment.

#### History.

American Colonial History to the close of the Revolutionary War, discussing :

- (a) Motives of the leading European nations for making explorations in America, and the claims of each during the sixteenth and seventeenth centuries.

(b) The causes for the long struggle between England and France for mastery in the New World, and the effect of that struggle on our history.

(c) The various methods of founding colonies in the New World.

(d) The social and political life of the colonies as related to the causes of the Revolutionary War.

(e) A general view of the plans of the Revolution rather than detailed accounts of battles.

Applicants for any advanced standing in the course must, in the work preceding that point, pass such an examination as will warrant the faculty in certifying that they are prepared to teach up to that point.

### Arithmetic.

- I. The nature of number, notation and numeration.
- II. The five characteristic and fundamental processes: 1. Addition. 2. Subtraction. 3. Multiplication. 4 and 5. Division in its two phases, *i. e.* Division and Partition.
- III. The nature of fractional numbers, notation and numeration:
  1. Common Fractions:
    - a. Changing of fractions to similar fractions.
    - b. Addition and subtraction.
    - c. Multiplication—three problems.
    - d. Division—three problems.
  2. Decimal Fractions:  
(See *a, b, c, d*, Common Fractions.)
  3. Percentage:  
(See *a, b, c, d*, Common Fractions.)
- IV. Cancellation and rapid business processes.
- V. Percentage based upon fractions. Its important applications:
  1. Profit and Loss.
  2. Taxes.
  3. Commission.
  4. Interest.
- VI. Compound quantities with special attention to equivalents.
- VII. Common measurements based upon the measurements of rectangles, triangles, rectangular solids, circles and cylinders and their application to problems in wood and lumber, papering, plastering, carpeting and masonry.
- VIII. Simple proportion and its application to Partnership and Equation of Payments.
- IX. Square and Cube Roots.
  - a. Deduction of the rules.
  - b. Applications of the rules to right-angled triangles and similar surfaces and solids.
- X. The Metric System with special attention to obtaining facility in changing from one table to another from the equivalents for the metre, square metre, cubic metre, litre and gram.

**English.**

- a. Parts of speech, simple analysis and parsing.
- b. The description of objects, pictures and persons in a clear and vivid manner.
- c. The ability to tell a story in such a fashion as to show an appreciation, on the part of the narrator, of cause and effect, and to arouse in the hearer a steadily increasing interest.
- d. An elementary knowledge of how to plan a composition, i. e., to select from a mass of material on a given subject a series of topics that shall be so closely related that a clear, definite point of view may be obtained.

**Physiology and Hygiene.**

- a. Bones—Structure, shape and use.  
     Joints—Structures and kinds.  
     General division of skeleton.  
     Hygiene, with special reference to arch of foot and to spinal column.
- b. Muscles—Gross—most apparent—anatomy.  
     Main divisions and functions of the two-kinds Hygiene, with special reference to effects of "exercise" on growth and on bodily powers.  
     Effect of stimulants, especially on the young.
- c. Blood—Gross anatomy of circulatory system, with explanation of forces and uses of the circulation.  
     Purification of the blood, including gross anatomy of lungs, stress being laid on the subject of how we breathe.  
     Hygiene, including effect of pressure from tight clothing, to ventilation and to "catching" cold.
- d. Foods—Main divisions and uses of each.  
     Gross anatomy of organs digesting each kind.  
     Hygiene, good foods, bad foods and care of the teeth.
- e. Skin—Anatomy, uses.  
     Hygiene, including bathing and clothing.
- f. Eye—Hygiene, including effect of tobacco.  
     Defective sight.
- g. Nervous system—Gross anatomy.  
     Uses of sympathetic system as distinguished from those of cerebro-spinal system.  
     Reflex and voluntary motion, especial emphasis being laid upon relations between nerves and muscles.  
     Effect of stimulants.







**Business and Social Forms.**

Neat penmanship and perfect legibility.

The mechanical arrangement or form of all business and social papers in common use.

Correct language, involving capitalization and punctuation.

The purpose of an account.

The method of showing when a person owes or is owed.

How to keep a personal cash account.

Persons may be admitted to the entrance class without examination on presenting teachers' licenses, school diplomas or superintendents' certificates testifying to their having completed—in a manner indicated by the above syllabi—the following subjects: Reading, Orthography, Penmanship, Arithmetic, Geography, English, U. S. History, Bookkeeping, Physiology and Hygiene, Algebra to Quadratics or Plane Geometry.

Graduates of High Schools on the "Approved List" are admitted to the second year of the course without examination, on presentation of a certificate signed by the principal of the school from which they were graduated, and naming the amount of work taken in each subject, the blank form for which should be obtained from the Principal of the Normal School.

Applicants other than those graduated from High Schools on the "Approved List" desiring to be admitted higher than the beginning class, or to be excused from taking any one of the subjects in the course, must, on the work they would omit, pass such an examination as will warrant the Faculty in certifying that they are prepared to teach in that work.

Examinations are conducted by the Faculty and are in writing. A general average of seventy per cent. is required for admission.

On any entrance examination, Arithmetic and Grammar will be given on the first day, Geography and History on the second and other subjects on the third.

The amount required in each subject is indicated in the requirements for admission on certificate, above.

Persons in preparing for entrance to the Normal School should take for their standard clearness and accuracy. These qualities are very important.

No person will be received into the Normal School after the opening of the term, unless by an exceptional arrangement, made previous to the date of the opening.

**Method.**

The work in the Normal is professional so far as the qualifications of the pupil will permit.

The students are instructed not only in the theory of teaching, but also in the application of the theory to the common school branches. This instruction involves a thorough knowledge of the common school branches, a knowledge of mind, and a knowledge of how to present subject-matter so as to conform to the various stages of mental development.

In English Grammar the student is asked from the beginning to take the teacher's point of view. With a mastery of the fundamental principles of Grammar as a basis, he is shown how the rules and definitions may be developed from an observation of the facts of language. Attention is paid to the logical dependence of one subject upon another, and to the application of the method of teaching to elementary and advanced work in Grammar. In addition to this, connected work in composition is required, in which the student masters the elementary principles of exposition, narration, description and informal debate.

In Psychology, the aim is to study, as far as the present stage of our knowledge will permit, the development of the child, connecting constantly the physical with the mental. Personal observation of children on the part of the students, supplemented by reminiscences of their own childhood, and by reading the many valuable studies of children made by specialists in recent years, is made the basis of the work. The instincts and impulses of the child receive special attention, care being taken to connect these with his stage of growth, and to point out how often these are evanescent. The characteristics of childish attention—remembering, thinking—are studied in the same way. Constant application of the facts discovered to the work of teaching is made. Pains are taken to secure on the part of the students openness of mind; some understanding of the vastness of the work yet to be done, and of the necessity of carefully distinguishing the hypothetical from the established.

The aim of the work in History is to make students questioners and investigators rather than mere passive recipients. Several lessons are devoted to a discussion of how History is written at the present day. The meaning and comparative value of sources, authorities, and second and third-rate histories are made clear at the outset. In each topic under discussion students are held responsible, not only for the facts, but for how they know these are the facts; what authority or authorities vouch for the truth of these facts; how these facts are related to this former set of facts. Students are given practice in using the library from the first in preparation for the daily recitation work. In addition to this each student is required to hand in a written report on an assigned topic which shall necessitate his consulting every work in the library which treats of the topic. This is to give practice in research work. The report, when finished, must include a complete bibliography of all authorities, sources and second and third-rate histories consulted. It must also include a logical outline of the entire subject-matter and a narrative or discussion expressing in clear, forcible English what the writer has learned by this research work.

Arithmetic is made prominent in its analytical, synthetical and comparative functions. The method pursued looks to the development of rules by close reasoning upon the given data. The *why*, rather than the *how*, is made of paramount importance. Special attention is given to method in primary work.

In Algebra, stress is laid upon the logical arrangement of subject-matter, proposition, corollary, scolium, &c., being clearly discriminated. The aim

is to train the mind to methods of reasoning rather than in mere methods of operating.

In Geometry the student is placed within the field of discovery, and, with a reasonable amount of suggestions, is asked to find out for himself the consecutive steps on the road to his conclusion.

In Geography the aim is to form in the mind of the student a good picture of the relief of a country, and make that picture the basis of his geographical conclusions.

In the Natural Sciences students are called upon to perform the experiments and make the collections themselves, rather than merely witness the work of the instructor.

The work in Drawing is related not only to the essentials in art, but also in industries.

In Elocution, attention is given not simply to correct enunciation, articulation, interpretation, &c., but also to correct bearing and manner.

In Penmanship, movement precedes form in the early instruction.

In Theory and Practice, and in the History and Science of Education, great care is given to the comparison of methods, not only in teaching, but also in school organization and government.

In Physical Training the basis is special work and instruction in hygiene for the individual, depending on the student's physical history and on such a physical examination as is necessary to prescribe for individual needs. In general, the work is hygienic, educative and technical.

The primary object is, by regular general exercises, to promote as far as may be the student's own health, that mental power may be at the maximum. These exercises are, secondly, of a nature to improve the carriage and physique and to make the body the ready servant of the will. The agents relied upon are military marching, exercises including Swedish work, exercises with light dumb-bells, wands, Indian clubs and chest weights. Finally, the intention is to give the student a certain amount of drill in exercises which can be used in schools where appliances are not at hand, the bearing of these exercises upon the health, physique and bodily control being brought out during the course in Theory of Physical Training.

In Manual Training the aim is to develop the inventive, constructive and executive powers of the mind, and train the eye and hand. The student is taught the use of tools and their care, the nature of woods, their strength and treatment, the elementary principles of construction, finishing, &c. One feature of the application of these principles is made in constructing apparatus in the department of Natural Sciences.

### Course of Study.

The Course of Study for the Normal School extends through three years, of two terms each. The work of the first year is formative in character, designed for such students as have been over it, but not in the thorough and disciplinary manner necessary to those who are to be teachers. While

the work of this year cannot be said to be strictly professional, it is made necessary by the conditions of our State, and being taught by the regular Normal teachers, it becomes in a peculiar way preparatory to the strictly professional work of the years to follow.

The work of the second and third years is strictly professional. While Arithmetic, Grammar, Geography, United States History, &c., are again taken up in these years, they are considered fundamentally, in the light of method, or how to teach.

While in presenting the method in some of the higher branches more connected and extended attention is given to the text-matter than is given in some of the lower branches, owing to the former's having been less taught elsewhere, yet the "how to teach" is kept constantly present to the mind.

The professional subjects—Psychology, History of Education, Theory and Practice and Science of Education—are pursued, accompanied by Practice Teaching, extending over two years.

The Practice Teaching is so arranged that experience in teaching is given to each student in each of the common branches. This experience consists in observing the regular teacher, preparing plans for teaching subject to the approval of the critic teacher, and actually teaching, both in the presence and absence of the regular teacher.

The following are the studies of the respective years for other than high-school graduates. In each branch there are five forty-minute recitations per week, or the equivalent. Each study extends through the year, unless otherwise specified :

#### B.

Geography.

Grammar and Composition.

Practical Arithmetic.

United States History, with Constitution.

Penmanship and Bookkeeping.

Industrial Drawing and Vocal Music, each the equivalent of one term.

Elocution, with Orthography and Declamation.

#### A.

Psychology. History of Education, one term.

Methods in the Elementary Branches.

Practice, one term.

Zoology, one term.

Botany, one term.

Algebra. Drawing. Rhetoric, one term.

Manual Training.

#### SENIOR.

Elementary Physics.

Elementary Chemistry.

Geometry.

Literature, one term.

Outline History, one term.

Theory and Practice, one term.

Science of Education, one term.

Practice Teaching, two periods a day.

Physical Training, throughout the course.

A special course is arranged for graduates of high schools, allowing fuller time for the pedagogical, and less time for the academic phases of the subjects.

A kindergarten course is provided by allowing students in the senior year to substitute special kindergarten work for certain of the work in the regular course. For instance, a person who has previously taken such a subject as Geometry, Physics or Chemistry, may substitute for it special kindergarten work. Much of the preparation for kindergarten is in the regular course.

The Principal is authorized to exercise the rule of equivalents in favor of anyone desiring to be a specialist in any line of work.

#### Diploma.

The diploma of the institution, a Normal Life certificate for teaching, is, upon graduation, awarded to all pupils who have given satisfactory evidence, in the Practice Teaching, of their ability, both in teaching and disciplining.

#### Model Course of Study.

The Model course of study begins with the kindergarten and extends through primary, grammar and high school work to the extent of a full preparation for any of the colleges, or the equivalent. The work is mapped out to cover a period of thirteen years for a child beginning at four, viz.: One year, kindergarten; four years, primary; four years, grammar, and four years, high school.

The planning of the work in years is simply for purposes of comparison. A child may take the course in less time, or may give more time to it, according to his ability.

The work is all under experienced teachers, who are careful to consider the individual needs of the pupils. A person entering the school for the first time is tested, not simply for his knowledge, but for his working power, and graded accordingly.

Promotions are made at any time when the pupil is found prepared for them. The outline of work below, though it is quite full, is still designed to be suggestive rather than arbitrary.

#### Kindergarten.

The recognized forms, gifts, occupations, songs, &c., adapted to the needs of the child at his particular stage of development.

### Primary.

For the four primary years, the work is printed below under subjects, for the remainder of the course it is printed under grades.

### Reading.

A student's success depends largely upon his power to get and give thought from books, hence a large proportion of time is given to reading in the primary, where the mechanical difficulties of this subject are so great.

In the first year the script form on the blackboard is used in the beginning, but as soon as possible, guided by the children, print is introduced and both forms are used. The words selected for these blackboard lessons are determined by the language lessons at the time and by the first part of the first book to be used.

It is aimed to teach the sounds of the consonants and of the long and short vowels in the first year. As this work progresses, at the end of the fourth year the children should be able to pronounce most of the words of their lessons by applying their knowledge of phonics.

In order to gain fluency, sight-reading of easy matter, as the books of a lower grade, or old words in new relations written or printed on slips, is a part of the work of all grades.

Silent reading followed by reproduction or by oral reading forms a frequent exercise. The children are trained to grasp only central thoughts and by reading only once.

While it is recognized that reading and language help each other and must go hand in hand, yet it is the aim to spend the greater part of the reading period in actual oral reading and to have only as much language work at that time as will help to secure good reading.

The books given in the lists below are not read in order necessarily, nor is all of some read at any time. In the early years the first half of all is read, and then the second half. In the third and fourth years, selections from such books as "Seaside and Wayside" are read when the interests of the children call for them.

It has been thought unnecessary to divide the work in the primary more definitely, as the lists of books guide in the selection of matter, and the course in language points out the character of reproduction that may be expected in a grade.

### Books.

#### FIRST YEAR.

Cyr's Primer.

Stepping Stones to Literature—First Reader.

Inter-State Primer and First Reader.

Normal Course—First Reader.

## SECOND YEAR.

Cyr's First Reader.

Stepping Stones to Literature—Second Reader.

Normal Course—Alternate Second Reader.

## THIRD YEAR.

Cyr's Second Reader.

Stepping Stones to Literature—Third Reader.

Normal Course—Third Reader.

Seaside and Wayside—No. 1.

Little Flower Folks—Vol. 1.

Stories of Norse Gods and Heroes.

## FOURTH YEAR.

Stepping Stones to Literature—Fourth Reader.

Harper's Third Reader.

Seaside and Wayside—No. 2.

Brooks and Brook Basins.

Seven Little Sisters.

Hans Andersen's Fairy Tales.

History Stories—Vol. 1, Mara Pratt.

## Language.

## FIRST YEAR.

*Oral.*

The subjects of conversational lessons are suggested by the Nature lessons, the thought of the day, or the character of the season.

The purpose of such work is to help the child to talk readily and easily upon topics within his experience.

Familiar stories are retold by the children, the teacher suggesting only when the child falters for the next step, since the chief difficulty in such work is the sequence of events and the relation of parts.

Poems and songs which will enrich his life and his vocabulary, are learned.

Written work in this grade is the copying of carefully-written sentences, so that through imitation the child may unconsciously become familiar with word forms, with the principal uses of capitals, and with such marks of punctuation as the period and the interrogation point.

## SECOND YEAR.

*Oral.*

Continue the conversational lessons on Nature, using as a basis for comparison the work of the preceding year.

The stories and poems resemble those used in the first year, the effort of the teacher being directed toward helping the child to more sustained effort.



### *Written.*

The advance is chiefly in the power the child gains in *writing* short reproductions.

The simplest form of a note to father or mother may be introduced.

As the work requires it, the child is taught additional signs of punctuation and other uses of capitals.

## THIRD YEAR.

### *Oral.*

In this year the child is led in his conversational lessons to systematize his statements, aided in this work, toward the end of the year, by the *simplest* form of an outline.

The stories and poems should be more advanced, care being taken to adapt their length and difficulty to the child's powers to appreciate and reproduce.

### *Written.*

The written reproductions are longer and are made a test of the pupil's power to reproduce with fewer suggestions on the part of the teacher.

More frequent opportunities for original work should be given in this year.

Letter-writing is made more formal, and more originality is shown in the body of the letter.

In connection with written work, occasion the use of capitals, punctuation, abbreviations, and the simplest forms of the possessive.

## FOURTH YEAR.

### *Oral.*

The Nature Study steadily progresses toward independence in observation and power of continued application.

The stories told and read are more complicated in plot, and should afford exercise for the reason and judgment.

The children tell original stories from pictures.

Poems from standard authors are read, reproduced, and sometimes learned.

### *Written.*

The child now has the power to reproduce readily any material suggested by the teacher.

He improves his letter-writing and the composition of short stories, a fair command of English being the test of his power.

Ability to use correctly the general marks of punctuation, capitals and abbreviations should be mastered.

The frequent use of outline leads to a general knowledge of the nature of a paragraph.

### Nature Study.

In using Nature Study as a basis for language two objects are kept in view; first and foremost, to awaken the child's interest in the life around him, and to help him to habits of observation that may be useful later in his study of science; second, to supply matter which will occasion the impulse to talk freely and naturally.

In this work the teacher avoids technical terms, and work in the structure of animals or plants, mindful of the fact that in these years the child is interested in studying many objects rather than in making an exhaustive study of any one object.

The lessons in these years should take the form of story and conversation.

In the selection of topics the teacher is guided largely by the season.

Illustrative Topics for Lessons :

#### *Winter—*

Animal life. Sheep.

Plant life. Evergreens.

Natural phenomena. Snow and frost.

Minerals. Coal.

Rather than to make the study of the same subject progressive from year to year, at the risk of repetition and loss of interest, it is thought better to vary the subject and relate the new to the old.

### Geography.

#### FIRST AND SECOND YEARS.

#### I. Preparation for map-reading.

##### 1. Position.

a. Practice in describing the relative position of familiar objects.

b. Sketch maps of rooms or walls that are not before the eye at the time when the work is done.

##### 2. Direction.

a. Personal.

Right. Left.

Up. Down.

b. Cardinal.

North. South.

East. West.

Midday line or local meridian.

c. Horizon.

d. Cardinal points.

e. Compass.

f. Semi-cardinal directions.

##### 3. Distance.

a. Idea of scale.

b. Idea of "time" as a unit of measure in estimating distances.

c. Practice in scale-drawing until the child can show the general space relations of all the ground he personally knows.

## II. Field work.

## 1. Basis for teaching cardinal directions.

## a. Sun.

## a'. Path.

## b'. Position of sun (1) in morning, (2) at noon, (3) in the evening.

## b. Shadows.

## a'. Change in direction and length during the day.

## b'. Time of the shortest shadow.

## 2. Physical features.

## a. Recognition of the fixed physical features of the neighborhood.

## b. Recognition of the forms of water on the earth, as dew, ice, &amp;c.

## 3. Soil.

## a. Kinds.

## b. Effect of running water.

## c. Effect of rainfall.

## d. Effect of frost.

## e. Effect of growing plants and trees.

## f. Effect of fallen leaves.

## g. Effect of slope.

## 4. Weather.

## a. Naming winds according to direction, character and force.

b. Name, position, quantity and motion of the different *forms of water in the air*.

The aim in this field work is to train the children to *see* when they *look* and *know* when they *see*.

## III. People.

## 1. Interest children in the human life around them.

## a. Occupations.

## b. Amusements.

## c. Festivities.

## 2. Stories of the people of other lands.

## THIRD YEAR.

## I. Preparation for map-reading.

## 1. Position.

## a. Study of a well-made map of a region which the children have explored.

## b. Maps made from memory, by the children, of regions which they have traversed, using colors and conventionalized symbols.

## 2. Direction.

## a. Sketch maps referred to the points of the compass.

## b. Study of the city map.

## c. How to find one's bearings in a strange town.

## 3. Distance.

- a. Conception of "height" as a space element, beginning with the height of familiar objects, such as school building and trees, then proceeding gradually toward the more difficult conceptions of the height of hills and the relation of height to horizontal extent.

## II. Field work.

## 1. Physical features.

- a. The *meaning* of the physical features of the neighborhood.

By studying the *relation* that exists between the running water, wind, air, frost and the surface of the earth, the children are gradually led to appreciate the fact that every natural form has passed through a period of change or growth.

## b. Relationships considered :

Creek to rainfall.

Waste to creek.

Soil and rock waste to weathering.

Form, size and height of the hill to the combined influence of these activities in the past and in the future.

Width, depth and length of the valley, &c.

## 2. Soil.

- a. Observations of the second year are continued.

- b. Formation and waste of soil.

## 3. Weather.

The work of the previous year is continued, keeping records and making comparisons.

## III. Features of the earth's surface beyond the range of observation.

By appealing to the constructive imagination the following features are taught as realities :

1. River, tributary, river-system, river basins and divides.
2. Mountain, mountain group, system, range, plateau and plain.
3. Desert, glacier, &c.

## IV. City of Trenton.

## 1. Facts.

- a. Idea of a city.

a'. Distribution of population.

b'. Business.

c'. Places of interest.

d'. Commercial routes.

e'. Government.

- b. People.

a'. General occupations.

b'. Leading industries.

c'. Interdependence of all classes.

2. Relationships.
  - a. Location of the city to the surrounding physical conditions.
  - b. The relation of the city to the surrounding country.
  - c. The dependence of the occupations upon the general physical conditions, &c.

## FOURTH YEAR.

- I. The earth as a whole.
  1. Form and size.
  2. Conception of the earth in space.
  3. Distribution of land and water.
    - a. Land and water, eastern and western, northern and southern hemispheres.
    - b. Continents and oceans.
  4. Motions of the earth.
    - a. Rotation.
    - b. Revolution.
  5. Effects of rotation.
    - a. Day and night.
    - b. Method of fixing position of places.
    - a'. Directions on the globe.
    - b. Parallels and meridians.
  6. Zones.
    - a. How the earth is heated.
    - b. How the boundaries are fixed.
    - c. Characteristics of each zone.
      - a'. Seasons.
      - b'. Climate.
      - c'. Rainfall.
      - d'. Life.
  7. Atmosphere.
    - a. How the air is heated.
      - a'. Effect of mountains.
      - b'. Effect of clouds.
      - c'. Influence of the ocean and land on temperature of the air
    - b. Winds.
      - a'. Why winds blow.
      - b'. General circulation.
      - c'. Wind belts.
    - c. Evaporation and condensation.
- II. Field work.
  1. Physical features.

The work indicated in the third year is continued.
  2. Basis for teaching zones.
    - a. The temperature in the morning, at noon and in the evening is referred to the position of the sun.

- b. The change of season is associated with the variation in the length of day and night, and the variation in the path of the sun across the sky.
- c. The north and south movement of the sun at noon is observed and school records are kept so that the children can find the date of the highest and of the lowest position of the sun.
- d. The seasonal changes in the plants, animals and rainfall are recorded.

#### 3. Weather.

The records and comparisons of the weather elements are continued, leading to simple generalizations which form the basis for the work on winds and climate.

#### 4. Soil.

The observations of the third year are continued.

### III. Races.

Very general and elementary work treating of the leading characteristics and the distribution of the different races.

## Number Work.

### FIRST YEAR.

Such analyses of numbers as will lead to a knowledge of fundamental facts.

#### I. Number.

- 1. To be known at sight.
  - a. The number as a whole.
  - b. Additions of two numbers that make the number.
  - c. Subtractions.
  - d. Multiplications.
  - e. Divisions.
  - f. Partitions or fractional parts of numbers.
- 2. To be determined by calculation, and made readily.
  - a. Additions of more than two numbers.
  - b. Separation of numbers into more than two.
  - c. Comparisons of wholes.

#### II. Notation.

Written expression of numbers and their facts as soon as number idea is gained.

#### III. Fractions.

Halves, fourths, thirds.

- 1. Idea.
- 2. Applied to things.
- 3. Applied to numbers.

## IV. Measures.

1. Pint, quart, inch, foot, pound, as wholes. 1 quart = 2 pints.
2. Form and measurement.
  - a. Laying of splints to give idea of position, directions and geometric forms.
  - b. Drawing of lines representing position, direction and forms.
  - c. Measuring lines and perimeters of figures, using inch-stick or foot-rule as unit.
  - d. Apply facts of numbers and fractions.

Illustrative facts under (d) —

$$8 \text{ inches} + 8 \text{ inches} = 6 \text{ inches.}$$

$$6 \text{ inches} - 8 \text{ inches} = 8 \text{ inches.}$$

$$2 \times 8 \text{ inches} = 6 \text{ inches.}$$

$$6 \text{ inches} \div 8 \text{ inches} = 2 \text{ inches.}$$

$$\frac{1}{2} \text{ of } 6 \text{ inches} = 8 \text{ inches.}$$

## V. Mechanical or Figure Work.

Frequent drills.

Additions and subtractions may be taken in advance of multiplications and divisions.

## SECOND YEAR.

## I. Number.

Analysis of numbers necessary to a knowledge of fundamental facts.

## II. Notation.

1. Written expression accompanies development.
2. Gradually change expression of facts from sentence form to forms used in written arithmetic.

## III. Fractions.

1. Review halves, fourths and thirds, and teach expression.
2. Advance to idea of sixths.
3. Gain by calculation  $\frac{3}{4}$ ,  $\frac{1}{2}$  of numbers.
4. Add fractions of same denominator, result not to exceed 1.
5. Subtract fractions of same denominator, minuend not exceeding 1.

Illustrative facts in fourths.

$$1 = \frac{4}{4}$$

$$\frac{4}{4} - \frac{1}{4} =$$

$$\frac{1}{2} = \frac{2}{4}$$

$$\frac{4}{4} - \frac{2}{4} =$$

$$\frac{1}{4} + \frac{1}{4} = \frac{2}{4}$$

$$\frac{4}{4} - \frac{3}{4} =$$

$$\frac{1}{4} + \frac{2}{4} = \frac{3}{4}$$

$$\frac{4}{4} - \frac{4}{4} =$$

$$\frac{1}{4} + \frac{3}{4} = 1$$

## IV. Measures.

1. Teach dime, half-dime, dozen, half dozen, yard, year, gallon, &c.
2. Teach reduction facts within limits of numbers taught.
3. Form and measurement.
  - a. Laying of forms and determining perimeters.
  - b. Drawing of forms.
  - c. Measuring distances in inches, feet and yards.

- d. Apply facts of numbers.
- e. Apply fractions.
- f. Folding rectangles and squares in square inches.
- g. Apply facts of numbers.
- h. Apply fractions.

V. Mechanical or figure work. Give thorough drills in rapid figure work.

### THIRD YEAR.

#### I. Number.

Analysis of numbers necessary to fundamental facts.

- 1. Additions and subtractions gained by calculation.
- 2. Multiplication facts taught. Multipliers not to exceed 12.
- 3. Division facts taught. Divisors not to exceed 12. Inexact divisions by calculation.
- 4. Partition facts taught.

#### II. Notation.

- 1. Notation developed as far as thousands.
- 2. Reading and writing numbers as far as thousands.

#### III. Written Arithmetic.

Illustrative steps.

##### 1. Addition.

Sum of no order exceeds nine, except highest.

##### 1. Subtraction.

Each order of minuend greater than corresponding order of subtrahend.

##### 1. Multiplication.

Multiples less than ten, and the product of any order less than ten, except highest.

##### 2. Addition.

Sum of ones exceeds nine.

##### 2. Units order in minuend less than corresponding order of subtrahend.

##### 2. Multiplier less than 10.

The product of unit's order in multiplicand exceeds nine.

\* See note below.

(Additional steps to proceed in order of simplicity.)

#### IV. Fractions.

Teach in the following order of sets:

First set—halves, fourths, eighths.

Second set—thirds, ninths.

Third set—fifths, tenths.

Fourth set—thirds, sixths, twelfths.

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\* This outline is suggestive of what may be done in the preceding and subsequent years.



Teach objectively—

1. Reductions.
2. Additions.
3. Subtractions.
4. Multiplications by integer.

Illustrative facts—Halves, fourths, eighths.

Reductions.	{	$\frac{1}{2} = \frac{2}{4}?$	$\frac{1}{2} + \frac{1}{2} = ?$
		$\frac{1}{2} = \frac{4}{8}?$	&c.
		$\frac{1}{4} = \frac{2}{8}?$	$\frac{1}{2} - \frac{1}{2} = ?$
		$\frac{1}{4} = \frac{1}{2}?$	$\frac{1}{2} - \frac{1}{4} = ?$
Additions.	{	$\frac{1}{2} + \frac{1}{2} = ?$	&c.
		$\frac{1}{2} + \frac{1}{4} = ?$	
		$\frac{1}{2} + \frac{1}{8} = ?$	
		$\frac{1}{2} + \frac{1}{8} = ?$	

#### V. Measures.

1. Teach quire, score, day, month, year, minute, second, rod, &c.
2. Teach notation of U. S. money.
3. Form and measurement.
  - a. Find perimeters of rectangular surfaces.
  - b. Areas of rectangles—objectively.
  - c. Apply to rectangular surfaces of familiar objects.
  - d. Faces, edges, corners and dimensions of cube.
  - e. Building up of cubes and rectangular solids with unit cubes.
  - f. Apply facts of numbers.
  - g. Denominate fractions used objectively.

#### VI. Roman Numerals.

#### VII. Mechanical Work.

Give thorough drill in figure work, especially in addition, involving combinations as far as numbers have been taught. Aim to secure accuracy and rapidity.

### Arithmetic.

#### FOURTH YEAR.

##### I. Number.

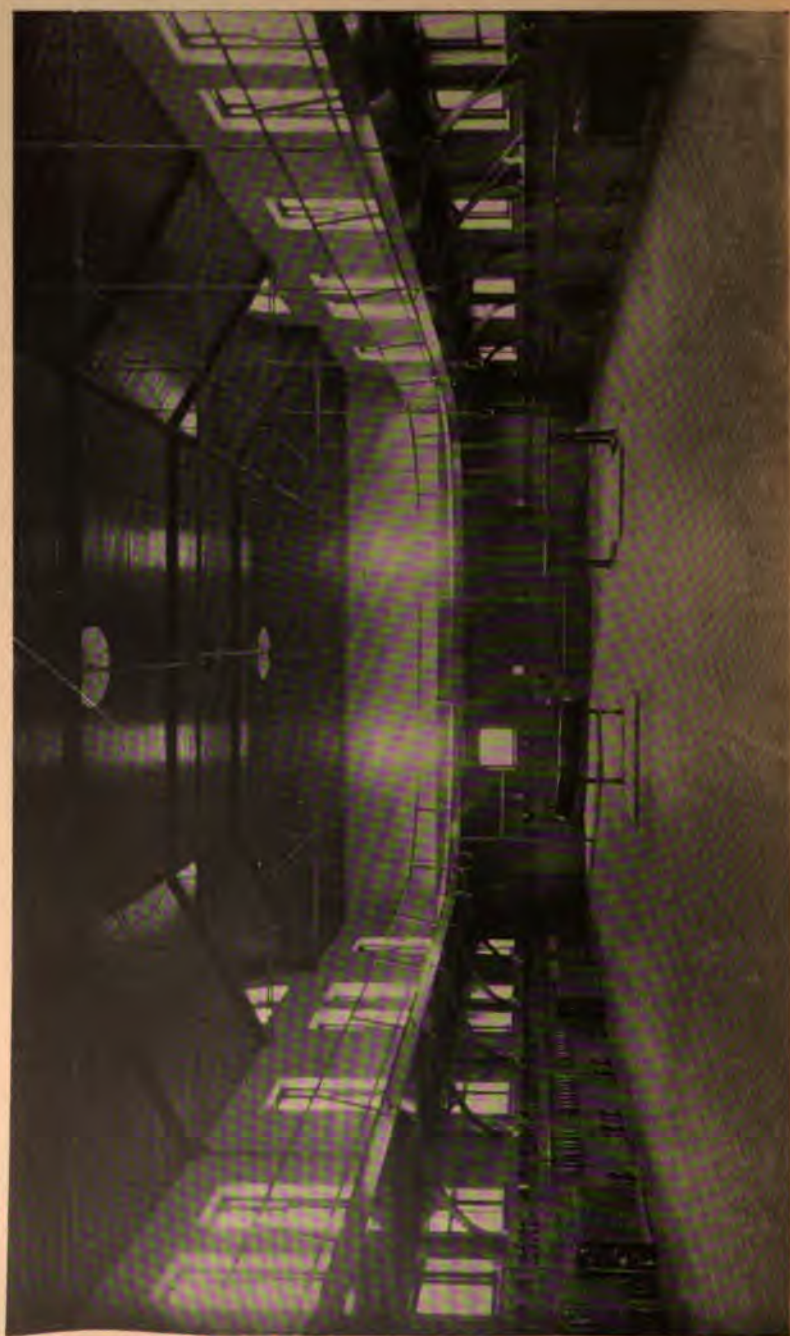
1. Review briefly the more difficult combinations from 50 to 100.
2. Teach numbers and facts above 100 by means of written arithmetic.

The use of a good text-book suggested.

##### II. Notation.

1. Notation of numbers extended to practical limit.
2. Advance to more difficult steps in fundamental processes.





**III. Fractions.**

1. Addition, subtraction and multiplication by integers, involving simple reductions.
2. Multiplication and division of fractions studied objectively.

**IV. Decimals.**

1. Addition of numbers containing tenths and hundredths.
2. Subtraction of numbers containing tenths and hundredths.
3. Multiplication of numbers containing tenths and hundredths by integers.

**V. Measures.**

1. Facts of previous years reviewed and classified in tables.
2. Simple exercises, under tables of
  - a. Avoirdupois weight.
  - b. Liquid measure.
  - c. Dry measure.
  - d. Square measure.
  - e. Cubic measure (omitting denominations which are not practical).
3. Form and measurement.
  - a. Study of cubical bodies.
    - a'. Faces, edges, corners, dimensions.
    - b'. Building up prisms from unit cubes.
    - c'. Apply facts of numbers.
    - d'. Apply facts of fractions.
  - b. Measuring fence lines of school grounds.
  - c. Measuring walls and floors of school-room to obtain areas.
  - d. Area of school grounds and of rectangular pieces of land.
  - e. Volumes of rectangular prisms.

**VI. Percentage.**

1. Begin with oral work, chiefly confined to problems involving use of base and rate. Use rates 100%, 50%, 25%, 20%, 10%.  
In computation reduce rates to common fractions.
2. Simple interest—Easy problems, involving time, which may be expressed in years and fractions of years.

**VII. Mechanical Drills.****Vocal Music.****FIRST YEAR.**

**Singing**—All intervals inside the octave sung by syllable as their names are called by teacher. Also the number of intervals learned by ladder and circle representation.

**Time language** of two, three and five-part measure (without divided beat). Each child keeps her own time.

## SECOND YEAR.

Singing—Simple sight-reading from chart and from hand representation. After singing from larger intervals to smaller, reverse the order. Show representation in different keys of all intervals after they are sung.  
Time language in six-eight measure.

## THIRD YEAR.

Singing—Simple sight-reading in any key from chart.

## FOURTH YEAR.

Singing—Time and tune combined.  
Intervals in pairs, parts, and inverted.

## Penmanship.

## FIRST YEAR.

Simple movement exercises on blackboard.

Tracing.

Plan.

Copies—

1. Figures of the Arabic notation in classified and regular order.
2. Each new letter is used twice.
3. The same letter is used at the beginning of a single word.
4. The same letter is used in a word with most difficult combinations.
5. Figures are used in regular lessons in all combinations of the tens' places. All of the small letters and some capitals are used in the above order.

Review—Each copy is reviewed every fourth lesson following the original copy.

Ruling—Use base, head and top lines.

## SECOND YEAR.

Simple movement exercises on board.

Plan.

Copies—

1. Simple words of one or two syllables showing different combinations of small letters in words.
2. Full copies of figures are given in the form of examples in addition and subtraction.
3. Simple words beginning with capitals showing different combinations.

Review—Each copy is reviewed every fourth lesson following the original copy.

Ruling—Base, head and top lines.

## THIRD YEAR.

## Plan.

## Copies—

1. Simple movement exercises of easy combinations of letters.
2. Each capital and small letter is used singly for drill.
3. Common business characters and figures in combinations of the hundred's places are given.
4. A simple word, beginning with small letter, used in drill.
5. Common Christian names, beginning with capital, used in drill.  
A common abbreviation, followed by full expression for which the abbreviation has been given.

Review—Systematically.

Ruling—Base, head and top lines.

## FOURTH YEAR.

## Plan.

## Copies—

1. Simple movement exercises.
2. The copies consist of two short but common expressions, the second somewhat longer than the first, in which are used all the small and capital letters, going from the word-unit of former drill to a phrase-unit.
3. Copies consist of a well-known geographical name and of a short sentence or expression in common use. These should be written as a whole and their meaning emphasized by illustration and application.

Review—Systematically.

Ruling—Gradually remove head and top lines.

## Drawing.

## FIRST YEAR.

## Familiarity with—

1. Solids, through work with the Second Gift and through clay.
2. Surface, through work with the Seventh Gift, paper folding, paper cutting and painting.
3. Lines, through stick laying and drawing.
4. Color, through painting, parquetry, weaving, paper folding and paper cutting.

## SECOND YEAR.

While the children make some acquaintance with geometrical solids and surfaces, and have drill in free-arm movement and drawing from dictation, the work of the year is mainly devoted to drawing and painting objects around them, such as boxes, tumblers, flower-pots, candlesticks, vegetables and fruits, and drawing from both memory and copy of animals, and directly from the figure of birds and children. Also, drawing from imagination to illustrate stories—and clay modelling of simple forms.

### THIRD YEAR.

The Drawing in this year follows very closely upon the lines of the second year, with the idea of more dexterity and better results.

### FOURTH YEAR.

In addition to better work in lines of the second and third years, the pupils are taught how to take proportions, and the drawing of objects with more attention to foreshortening, and other principles in representation.

### Spelling.

Throughout the four years, words from all lessons carefully selected, copied from blackboard. Sentences, copied and written from dictation, containing selected words. Elliptical sentences used—children supplying omitted words. Words spelled orally.

## GRAMMAR SCHOOL.

As a rule there are recitations daily in each subject. Drawing, Singing, Penmanship, Physical Training are generally exceptions to the rule, recitations being heard in these subjects two or three times a week.

### Grade D.

English, Reading—Selections from Fourth Reader, a First History of United States, Tanglewood Tales, Seaside and Wayside, Vol. III., The Children's Hour, &c.

Language—Simple sentences, subject and predicate. Uses of words. Uses of noun, pronoun, adjective. Uses of terms singular and plural. Formation of plurals and possessives. Use of *shall* and *will*. Reproduction of science lesson, description of pictures, original stories. Study of poems suggested by topics studied, as "The Robin," "Robert of Lincoln," &c.

Spelling, from the lessons of the day.

Arithmetic—Notation and numeration of numbers containing three periods, containing three decimal places. Addition, Subtraction, Multiplication, Division, Fractions, entire subject, using Common Fractions having small denominators. Decimals, addition and subtraction, multiplication by integers; division (*a*) by integers, (*b*) by like numbers, the quotients to be integers. (No number in any case to contain more than three decimal places.) Percentage, finding simple per cents. of given numbers. Interest simple interest on given sums for years and months. Compound Numbers. reductions using denominations previously taught. Mensuration, areas of squares and rectangles. Square measure to square yard. Contents of cubes and rectangular prisms. Cubic measure to cubic yard. Drill in mechanical work. Concrete Geometry once a week.

**Geography**—Maps of the Continents and the United States, drawn and moulded; recitations from charts, and globe exercises.

**Elementary Science**, twice a week.

**Penmanship**—Copy forms in multiplication and division, repetition of capital letters, together with common abbreviations; short and full-line sentences, each a simple statement of an important scientific fact. Free-movement exercises entering into the formation of all the small letters, figures, &c.

**Singing**—Special work with diminished fifths. Time language for divided beat. Sing in first reader.

**Drawing**—

Representation (outline drawing). In pencil and charcoal.

Various geometrical solids—familiar objects based upon them, fruit, birds and pupils, and other objects—singly and in groups, and from memory and imagination.

**Construction**—

Working drawings (free hand).

Various geometrical solids, singly and combined.

Patterns (instrumental).

Rectangular solids and objects.

**Decoration**—

Drawing simple examples of historic ornament.

Water-color from objects in nature study, flowers, &c.

### Grade C.

**English, Reading**—Selections from Fifth Reader, Sharp Eyes and other Stories, Tales from Grandfather's Chair, Courtship of Miles Standish, Tales from Homer.

**Language**—Sentence, subject and predicate; use of nouns, proper and common. Pronouns—Person, number and gender of nouns and pronouns. Verb, adverb. Forms of bills and receipts, formal notes of invitation, regret and acceptance. Dictation of selections of prose involving more difficult punctuation, &c.

**Spelling**—From the lessons of the day.

**Arithmetic**—Fractions, common and decimal, finished; percentage, three fundamental "cases;" profit and loss; trade discount; simple interest (very simple problems in last four subjects); compound numbers finished; mensuration, areas of parallelograms, rectangles and circles; surfaces and contents of rectangular prisms; problems in plastering, papering and carpeting rooms, &c.; capacity of rectangular bins, tanks, rooms, &c.; drill in mechanical work. Concrete geometry, once a week.

**Geography**—Descriptive and political; North America, with special attention to the United States; South America.

**Elementary Science**, twice a week.

**Penmanship**—Books Nos. 3 and 4, Movement Tablet No. 2. Copy; repetition of capital letters and longer sentences; important dates and state-



ments of events in American History; free-movement exercises entering into the formation of all the capital letters, and combinations, figures, &c.

Singing—Vocal exercises for purity of tone. Major, minor and diminished triads. Sing into any key by one interval. Sing in second reader.

Drawing—

Representation (outline and light and shade). In pencil and charcoal

Geometric solids and familiar objects, singly and in groups.

Sketching from birds and pupils, and from memory and imagination.

Construction—

Working drawings (free hand).

Rectangular solids turned at an angle; cylindrical objects.

Patterns (instrumental)—

Rectangular solids and objects.

Decoration—

Historic ornament in drawing and color.

Water-color from objects in nature study.

Physical Training.

Grade B.

English, Reading—Selections from Sixth Reader, Birds and Bees, Sketch Book, Snow Bound, Tales from Shakespeare.

Grammar—Verb, common and progressive forms, person and number, principal tenses, principal parts, regular and irregular, transitive and intransitive, mode, &c. Case of nouns and pronouns, &c. Business letters—subscribing for papers, stopping subscriptions, sending for samples, &c. Stories based on proverbs or fables, &c. Reproductions, &c. Grammatical analysis.

American History, three times a week.

Spelling—From the lessons of the day.

Arithmetic—Percentage, profit and loss; trade discount (more difficult problems in these subjects); first "case" in commission; simple interest; partial payments (U. S. rule); a little time on compound and annual interest; bank discount; taxes; duties; fire insurance; longitude and time (see mathematical geography of same grade); mensuration; more difficult problems in work of preceding year; easy problems in masonry and brick-work, excavating cellars and ditches, filling in of road-beds, &c.; board measure; public lands; drill in mechanical work.

Concrete Geometry, once a week.

Elementary Science, twice a week.

Geography—Descriptive and political, Europe, Asia, Africa and the Islands.

Penmanship—Book No. 5; Movement Tablet No. 2. Copy a list of the Presidents of the United States, with the names of their respective political parties, and a selection from Longfellow's poem, The Builders, worked into copies; the object being to develop the writing of full pages of connected sentences; business and social forms.

**Singing**—Sing all intervals of a kind in the scale. Also from one pitch, with and without intervening tones. Sing two-part music.

**Drawing**—

Representation (outline and light shade). In pencil and charcoal.

Geometrical solids and groups of familiar objects.

Construction (instrumental).

Use of instruments.

Drawing to scale.

Working drawings and patterns of geometrical solids and objects based upon them.

**Decoration**—

Historic ornament from casts and charts in outline color.

Water-color from object in nature study.

**Physical training.**

#### Grade A.

**English, Literature**—The Lady of the Lake, Ivanhoe, The Christmas Carol, The Merchant of Venice.

**Beginning Latin, or English Grammar.**

**Grammar**—Sentences, complex and compound. Classes of nouns and pronouns. Declension. Adjectives, kind and comparison. Verbs, idiomatic forms. Use of shall and will, should and would. Tenses of infinitive. Composition of tenses of all modes, &c. Business letters—applying for situations, writing telegrams and advertisements, &c. Forms of checks, drafts, &c. Formal theme-writing, &c.

**Spelling**—From the lessons of the day.

**Arithmetic**—Stocks and bonds; domestic exchange; simple proportion; partnership; square root and its applications; a careful review of fundamental processes, cancellation, factoring, greatest common divisor, least common multiple; careful review of common and decimal fractions, percentage, simple interest and bank discount, metric system—as much as is required in the study of the natural sciences, three times a week.

(Literal notation introduced in this and the preceding grade wherever practicable.)

**Concrete Geometry**, twice a week.

**English History and Elements of Civil Government.**

**Bookkeeping**—Bryant & Stratton's Common School, with commercial law—optional.

**Singing**—Sing all intervals of a kind in the scale. Also from one pitch, with and without intervening tones, sing two-part music.

**Drawing.**

Representation (light and shade)—

Artistic grouping and rendering of groups of geometric solids and groups of still life. Also, from life.

Construction (instrumental)—

Working drawings—

Joints and details of machinery.

**Patterns—**

Various prisms.

**Decoration—**

Historic ornament in color; original design from plant form.

Water color from objects in nature study.

**Physical Training—Manual training.**

**NOTE.**—Pupils who manifest more than usual maturity or working power may take work additional to that of the class, with a view to completing the course in a shorter time.

**Elementary Science.**

Following are suggestive subjects for work in Science to be given in the different grammar grades, the fullness with which the subject is treated to depend upon the advancement of the class.

**1. Zoology—**

- a. Birds—1. Nest-building. 2. Migration. 3. Winter residents. 4. Food. 5. Protection. 6. Flight. 7. The young.
- b. Insects—1. Types. 2. Transformations. 3. Habits. 4. Structure. 5. Adaptation of structure to habits. 6. Collect and classify according to types.

Painting, drawing and writing.

**2. Botany—**

- a. The plant as a whole.
  - 1. Environment. 2. Effect of the weather.
- b. Winter condition of plants.
  - 1. Twigs. 2. Buds. 3. Seeds.
  - A tree selected by each pupil for special study.
- c. Annuals, biennials, perennials.
- d. Germination.
  - 1. Experiments showing the conditions necessary to growth.
  - 2. The manner of growth. 3. Monocotyledons. 4. Dicotyledons.
- e. Leaves.
  - 1. Form. 2. Color. 3. Parts. 4. Function.
- f. Roots.
  - 1. Form. 2. Function.
- g. Flowers.
  - 1. Types. 2. Functions. 3. Structure. 4. Classify according to class structure.

**3. Physics—**

- a. Water.
  - 1. Pressure. 2. Buoyancy. 3. Density. 4. Impenetrability.
  - 5. Capillary phenomena. 6. Solubility.





6. Water and heat.

1. Expansion. 2. Circulation. 3. Boiling. 4. Freezing.

c. Air.

1. Occupies space. 2. Exerts pressure. 3. Circulation.

Drawing and writing.

4. Order of Study—Observe, describe, compare, classify.

Painting, drawing and writing.

The ends sought—

1. Interest in Nature and the Forces of Nature.

2. Training of the observing powers.

3. Intelligent thinking and correct statement.

4. Acquisition of knowledge.

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## HIGH SCHOOL.

### Classical Course.

#### GRADE C.

English—As in English Course.

Algebra—To Quadratics.

American History and Civil Government.

Latin—Grammar and lessons; Cæsar begun.

Singing, twice a week.

Drawing—As in Scientific Course—twice a week.

Physical Training, twice a week.

#### GRADE B.

English—As in English Course—three times a week.

Algebra—Beginning with Quadratics through the Progressions—three times a week.

Geometry—Two books, with Constructions and Original Demonstrations—twice a week.

History—Greek and Roman, with their Oriental connections—three times a week.

Latin—Cæsar, Books I.-V.; Latin Grammar—four times a week.

Greek—Grammar and lessons; Xenophon begun—four times a week.

Singing, twice a week.

Drawing—As in Scientific Course. Optional.

Physical Training, twice a week.

## GRADE A.

English—Literature, as in English Course—twice a week.

Rhetoric, twice a week.

Geometry—Books III.-V.—three times a week.

History—Roman, one term; French, one term—three times a week.

Latin—Virgil, *Æneid* I.-VI.; *Eclogues* I.-X.—four times a week.

Greek—Xenophon, *Anabasis*, Books I.-IV.—four times a week.

French or German, twice a week.

Singing, twice a week.

Physical Training, twice a week.

Drawing—As in Scientific Course. Optional.

## Senior.

English—As in English Course—four times a week.

Latin—Sallust, *Catiline*; Cicero, *Orations* VI.; Latin Composition—four times a week.

Greek—Homer, *Iliad*, Books I.-III.; Greek Grammar and Prosody, Greek Composition.

French or German, four times a week.

Solid Geometry and Trigonometry, or Higher Algebra, or History (Intensive), three times a week.

Singing, twice a week.

Physical Training, twice a week.

Drawing, as in Scientific Course. Optional.

## Scientific Course.

## GRADE C.

English—As in English Course.

Algebra—To Quadratics.

Latin—Grammar and Lessons; *Cæsar* begun.

Botany—One term.

Zoology—One term.

Singing—Chromatics. Minor scales. Sight-reading in any key. Augmented primes. Chromatic modulation, twice a week.

Physical Training, twice a week.

Drawing, twice a week—

Historic ornament, with notes.

Geometric problems.

Scientific perspective, with lectures; also projections and working drawings of machine details.

Tests in free-hand representation.

Water-color from nature.

Light and shade in pencil.

Pen and ink from copy.

**Grade B.**

English—As in English Course, three times a week.

Algebra—Beginning with Quadratics, through the Progressions, three times a week.

Geometry—Two books, with Constructions and Original Demonstrations, twice a week.

History—Greek and Roman, with their Oriental connections, three times a week.

Physics, three times a week.

German or French—German—Grammar, Lesebuch, Grimms Märchen, Easy Conversation, Poetic Selections. French—Abbreviated Course of Pronunciation, Introductory French Grammar, French Dictations, Easy Conversation, four times a week.

Latin—Cæsar, Books I.-V.; Latin Grammar, four times a week.

Singing, twice a week.

Physical Training, twice a week.

Drawing, twice a week—

Charcoal drawings from geometric solids, still life and casts.

Water color from leaves, flowers and fruit.

Design in color.

Pen and ink sketching from objects and flat copy.

Mechanical drawing.

Department of work optional.

**Grade A.**

English—Literature as in English Course, twice a week. Rhetoric, twice a week.

Geometry—Books III.-V.—three times a week.

History—Roman, one term; French, one term—three times a week.

Latin—Virgil, *Æneid* I.-VI.; *Eclogues* I.-X.—four times a week.

German or French—German—Grammar, Advanced Conversations, Wilhelm Tell, Maria Stuart, Hermann and Dorothea. French—Intermediate French Grammar; *Cours de Mythologie-Fleury Théâtre choisi de Molière-Classique*; Advanced Conversation—four times a week.

Physics, twice a week.

Singing, twice a week.

Physical Training, twice a week.

Drawing, twice a week—

Water-colors from leaves, fruit, flowers and still life.

Charcoal drawings from casts and still life, and poses of pupils.

Pen and ink drawings.

Mechanical drawing.

Department of work optional.



**Senior.**

English—As in English Course, four times a week.

Latin—Sallust, Catiline; Cicero, Orations VI.; Latin Composition, four times a week.

German or French. French—Grammaire Supérieure de l'Université, Cours de Littérature Classique, Cours Complet de Conversation avec Proverbes et Idioms, Translation of "Graziella," four times a week.

Chemistry.

Solid Geometry and Trigonometry or Higher Algebra or History (Intensive), three times a week.

Singing, twice a week.

Physical Training, twice a week.

Drawing, twice a week—

Water-color from leaves, fruit, flowers and still life.

Charcoal drawings from casts, still life and figures.

Mechanical drawing.

Department of work optional.

**ENGLISH COURSE.****Grade C.**

English—Myths; Iliad, I.-VI.; Idylls of the King; Euripides, Alcestis; Virgil, Æneid, I.-VI.; Ben Hur.

American History and Civil Government.

Algebra—To Quadratics.

Zoology—One term.

Botany—One term.

Singing, twice a week.

Physical Training, twice a week.

Drawing—As in Scientific Course, twice a week.

**Grade B.**

English—Selections from Dante's Inferno; Prologue to Canterbury Tales and Knight's Tale; Midsummer Night's Dream, three times a week. Additional, twice a week.

Algebra—Beginning with Quadratics, through the Progressions, three times a week.

Geometry—Two books with Constructions and Original Demonstrations, twice a week.

History—Greek and Roman, with their Oriental connections, three times a week.

Physics, three times a week.

French or German—As in Scientific Course, four times a week.

Singing, twice a week.

Physical Training, twice a week.

Drawing—As in Scientific Course, twice a week.

#### Grade A.

English—Sir Roger de Coverley Papers; Vicar of Wakefield; Deserted Village; Gray's Elegy; Selections from Burns' Poems—twice a week. Additional, twice a week. Rhetoric, twice a week.

Geometry—Books III.-V., three times a week.

History—Roman, one term; French, one term—three times a week.

Review American History or Higher Arithmetic, twice a week.

Physics, twice a week.

French or German—As in Scientific Course, four times a week.

Singing, twice a week.

Physical Training, twice a week.

Drawing—As in Scientific Course, twice a week.

#### Senior.

English—Hamlet; Selections from Paradise Lost; Selections from Wordsworth's Poems; Emerson's Essays, Eloquence and Behavior; Selections from Lowell's Essays and Poems; Selections from Tennyson; David Copperfield; Silas Marner—four times a week.

French or German—As in Scientific Course, four times a week.

Chemistry.

Solid Geometry and Trigonometry or Higher Algebra, three times a week.

History (Intensive), three times a week.

Singing, twice a week.

Physical Training, twice a week.

Drawing—As in Scientific Course, twice a week.

#### Elective.

Instrumental Music. Manual Training.

The diploma of the institution is given on the completion of any of the above courses.

The diploma will be received in lieu of an examination for persons desiring to enter Wellesley, Vassar, The Woman's College at Baltimore, Rutgers and several other colleges.

## High School Department.

## C CLASS.

<i>Classical.</i>		<i>Latin Scientific.</i>		<i>English.</i>	
Latin .....	5 per.	Latin .....	5 per.	American History .....	5 per.
American History.....	5 "	American History or		English .....	5 "
English History.....	5 "	English .....	5 "	Algebra .....	5 "
Algebra.....	5 "	Algebra.....	5 "	Zoology, $\frac{1}{2}$ year.....	} 5 "
—		Zoology, $\frac{1}{2}$ year.....	} 5 "	Botany, $\frac{1}{2}$ year .....	
20 "		Botany, $\frac{1}{2}$ year.....		—	20 "
		20 "			

## B CLASS.

<i>Classical.</i>		<i>Latin Scientific.</i>		<i>English.</i>	
Latin.....	5 per.	Latin .....	5 per.	French or German .....	4 per.
Greek.....	4 "	French or German.....	4 "	Math. { Algebra.....2, }	} 5 "
Math. { Algebra.....2, }	} 5 "	Math. { Algebra.....2, }	} 5 "	Geometry.....3, }	
Geometry.....3, }		Geometry.....3, }		History—Greek and Ro-	
History—Greek and Ro-		History—Greek and Ro-		man .....	3 "
man.....	3 "	man.....	3 "	English .....	5 "
English.....	3 "	English .....	3 "	Physics .....	3 "
—		Physics.....	3 "	—	
20 "		—		20 "	
		20 "			

## A CLASS.

<i>Classical.</i>		<i>Latin Scientific.</i>		<i>English.</i>	
Latin.....	4 per.	Latin.....	4 per.	French or German.....	4 per.
Greek.....	4 "	French or German.....	4 "	Geometry .....	3 "
French or German.....	2 "	Geometry .....	3 "	English { Literature...4, }	} 6 "
Geometry.....	3 "	English { Literature...2, }	} 4 "	Rhetoric...2, }	
English { Literature...2, }	} 4 "	History—French .....	} 3 "	History—French .....	3 "
Rhetoric...2, }		Physics.....		Physics.....	2 "
History—French.....	3 "	—		Higher Arithmetic.....	2 "
—		20 "		—	
20 "				20 "	

## SENIOR CLASS.

<i>Classical.</i>		<i>Latin Scientific.</i>		<i>English.</i>	
Latin.....	4 per.	Latin.....	4 per.	French or German.....	4 per.
Greek.....	5 "	French or German.....	4 "	English .....	4 "
French or German.....	4 "	English.....	4 "	Solid Geometry and	
English.....	4 "	Solid Geometry and		Trigonometry or Alge-	
Solid Geometry and		Trigonometry or Alge-		bra.....	3 "
Trigonometry or Alge-		bra.....	3 "	History (Intensive) .....	3 "
bra.....	3 "	Chemistry.....	5 "	Chemistry .....	5 "
—		—		—	
20 "		20 "		19 "	

## REGULATIONS.

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The spring term of 1899 will begin January 31st. The spring vacation will extend from 12 M. April 7th to 10:30 A. M. April 17th. The schools will close for the summer vacation June 21st.

The fall term of 1899 will begin Tuesday, September 12th, at 8:45 A. M. The spring term of 1900 will begin Tuesday, January 30th.

The schools will be closed on Washington's Birthday, Decoration Day, Thanksgiving Day and the day following. A vacation of about ten days is given at the Christmas holidays.

### Necessaries.

Each lady boarder should have overshoes, an umbrella and a waterproof cloak. Each gentleman boarder should have overshoes, an umbrella and slippers. Every boarder should be provided with a napkin-ring, and two clothes-bags distinctly marked with his or her name.

Young ladies should be provided with a gymnasium suit, which they may bring with them, or which may be secured in Trenton at about \$4 cost.

This suit should be made of navy-blue flannel and consist of a short divided skirt and a blouse with very loose sleeves.

Young gentlemen should be provided with a gymnasium suit consisting of gray flannel shirt, gray trousers and black canvas slippers; also, they should be provided with bath towels.

### Government.

In the "Boys' Hall" is a Preceptor, and in the "Girls' Hall" a Preceptress. The Preceptor and Preceptress attend to the discipline and all the regulations governing the students in the halls, looking after their habits of study, recreation, amusements, absence, library rules, the assignment of rooms, &c.

### Restrictions.

The young ladies are not permitted to go into town except at stated times. All are expected to take exercise at the appointed times. No one is permitted to be absent during study hours without accepted excuse. Pupils are not permitted to visit home or leave Trenton during term-time

excepting for urgent reasons, and then on the written application of the parent, signed by the Principal.

Pupils are expected to be governed by the specific rules of the halls, at all times deporting themselves as gentlemen and ladies, avoiding questionable practices, such as the use of tobacco, vulgarity or rudeness of any kind. Frequenting liquor saloons or places of ill repute will be deemed just cause for suspension. Students will be held responsible and required to pay for any damages to the School property by themselves or their visitors. For hygienic reasons, students will not be permitted to bring or receive from home any eatables excepting fresh fruit.

Previous to holidays and vacations the School closes at 12 M. Students will not be permitted to leave before this hour for shopping or other purposes, as the School must be kept intact until the regular time of closing, and the afternoon affords time to reach any part of the State.

Persons not wishing to comply with the above conditions are earnestly requested not to make application for admission to the School.

### Arrivals.

Students will not be received at the Boarding Halls until the day before the opening of the term, namely, Monday, September 11th, 1899, or Monday, January 28th, 1900. Students intending to board at the halls should come on the day before the opening of the term, that they may get their rooms arranged, and be ready for work the following morning. This applies to old students as well as new ones. On arriving at the station, the student should give his check for baggage to the local expressman, who will deliver all baggage at moderate terms, and then proceed directly to the Boarding Halls, which are located on Clinton avenue but a short distance from either of the main stations. From the Clinton street station of the Pennsylvania railroad the halls are distant but three blocks. From the Reading station on Warren street, the electric cars run to the corner of State and Clinton streets, about two blocks from the Schools.

### Guests.

When there is room, guests of the students will be entertained at the halls at a cost of \$1 per day.

### Religious Services.

The student or his parents are expected to name his denomination and the student to attend the morning service and Sunday-school of the church or churches of that denomination designated by the School. Attendance upon the evening service is optional.

### Appointments.

Persons living at a distance, and desiring to meet the Principal on business, should make an appointment before coming to the School, as his duties sometimes compel his absence from the Schools.

### Boarding Halls.

The boarding halls are handsomely fitted up. They are strictly cared for in all sanitary matters, and are provided with baths. The sleeping-rooms are furnished with Brussels carpets, hard-wood bed-room sets, are lighted by gas, heated by steam, and their walls nicely papered. All bedding and towels, excepting bath towels, are furnished. Persons desiring rooms should make application as soon as they decide to come, that a room may be reserved for them. The older students are given the choice of rooms. Neither the rooms selected before the close of School by the old students nor those reserved for new students will be held longer than the third day after the opening, unless by special arrangement.

### Registration.

As soon as a person decides to enter the School she should send for registration her full name, age, address, the department (Normal or Model) she desires to enter, and whether or not she wishes to board at the boarding hall, also a reference as to her character.

The number of rooms at the halls is limited, and they will be reserved for students in the order of their application.

Students are not permitted to board elsewhere than at the hall, excepting by permission of the Principal. This permission is limited to boarding with near relatives or friends under very special circumstances.

### Statement of Physical Condition.

In order to assist the officers of the School in their endeavor not only to guard against the occurrence of illness among the pupils, but also to make vigorous men and women of them, parents are requested to provide the students with answers, as fully as possible, to the following questions:

Age?

Birthplace?

Nationality?

If father is dead, what was the cause of death?

If mother is dead, what was the cause of death?

Which does he (or she) most resemble, father's or mother's family?

Is his (or her) general health good?

Has he (or she) always had good health?

What hereditary diseases are there in the family?

What children's diseases has the pupil had?

Has he (or she), within two weeks, been exposed to any contagious diseases, and if so, what?

Has he (or she) been vaccinated, and if so, when?

Are the eyes in good condition?

Check (+) such of the following diseases as he (or she) is subject to:

Boils, jaundice, dizziness, sleeplessness, rheumatism, dyspepsia, bilious attacks, habitual headache, skin eruptions, cold in head or throat.

Have you any information to give as to his (or her) general health, or as to any particular tendencies to be guarded against?

#### Washing.

The washing is included in the price for board.

Each student is limited to twelve pieces per week, exclusive of handkerchiefs. A moderate charge is made for any further washing.

All clothing must be distinctly marked with the owner's name. Payson's indelible ink should be used in marking, as it is about the only kind that will not wash out.

#### Board.

A good, substantial, wholesome living is provided. While the food is plain, it is of the best in quality. The halls have their own bakery, and the cooking and baking are of the best.

The following bill of fare will give a good general idea of the living. The housekeeper exercises her taste in adding as much variety as the largeness of the numbers will permit:

#### Bill of Fare.

##### BREAKFAST.

White bread, and either oatmeal, hominy or corn bread;  
sometimes Graham bread.

Potatoes, meat, eggs or fish.

Coffee or milk.

The sick are furnished with toast, or any reasonable specialty.

##### LUNCHEON.

Bread or rolls.

Tea.

A fruit of the season.

Cold meat.

Cheese.

Cake.

Milk.

##### DINNER.

Meat, either roast or fried.

Three vegetables.

Dessert always. Usually ice cream on Sundays.

## Rates.

## BOARDERS.

All payments must be made quarterly in advance.

There are in each school year two terms of two quarters each, making four quarters of about ten weeks in length.

Model pupils pay \$50 a quarter; namely, \$37.50 for board and \$12.50 for tuition and books.

Normal pupils pay as follows per quarter:

Ladies, \$37.50 for board, and \$1 for use of books.

Gentlemen, \$39.00 for board, and \$1 for use of books.

These charges cover all expenses, including washing.

Pupils who enter within three weeks of the beginning of the quarter are chargeable for the whole quarter.

Pupils who are absent by permission, on account of sickness or for other unavoidable cause, for three weeks or more at one time, are entitled to a drawback of \$2.50 a week for board, and two-thirds of the tuition charges, for the period of said absence.

In cases of expulsion from School there will be no drawback.

## Calendar of Quarters.

FROM JANUARY 30TH, 1899 TO JANUARY 29TH, 1900.

1st. January 30th, 1899, to April 5th, 1899.

2d. April 5th, 1899, to June 21st, 1899.

3d. September 12th, 1899, to November 15th, 1899.

4th. November 15th, 1899, to January 29th, 1900.

## DAY PUPILS.

Normal day pupils pay \$1 per quarter for the use of books.

The charges for day pupils in the Model School, for tuition and use of books, are as follows, per quarter:

Primary, kindergarten and first year.....	\$6 50
Primary, second year.....	7 00
Primary, third year.....	8 00
Primary, fourth year.....	9 00
Grammar School, D.....	10 50
Grammar School, C.....	11 50
Grammar School, B.....	12 50
Grammar School, A.....	13 50
High School.....	14 50

## INSTRUMENTAL MUSIC.

The charge, both to boarders and to day pupils, is \$17 a quarter of eighteen lessons, including use of piano for practice; or \$14 per quarter without the use of piano for practice.





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ANNUAL REPORT

OF THE

Farnum Preparatory School,

BEVERLY, N. J.

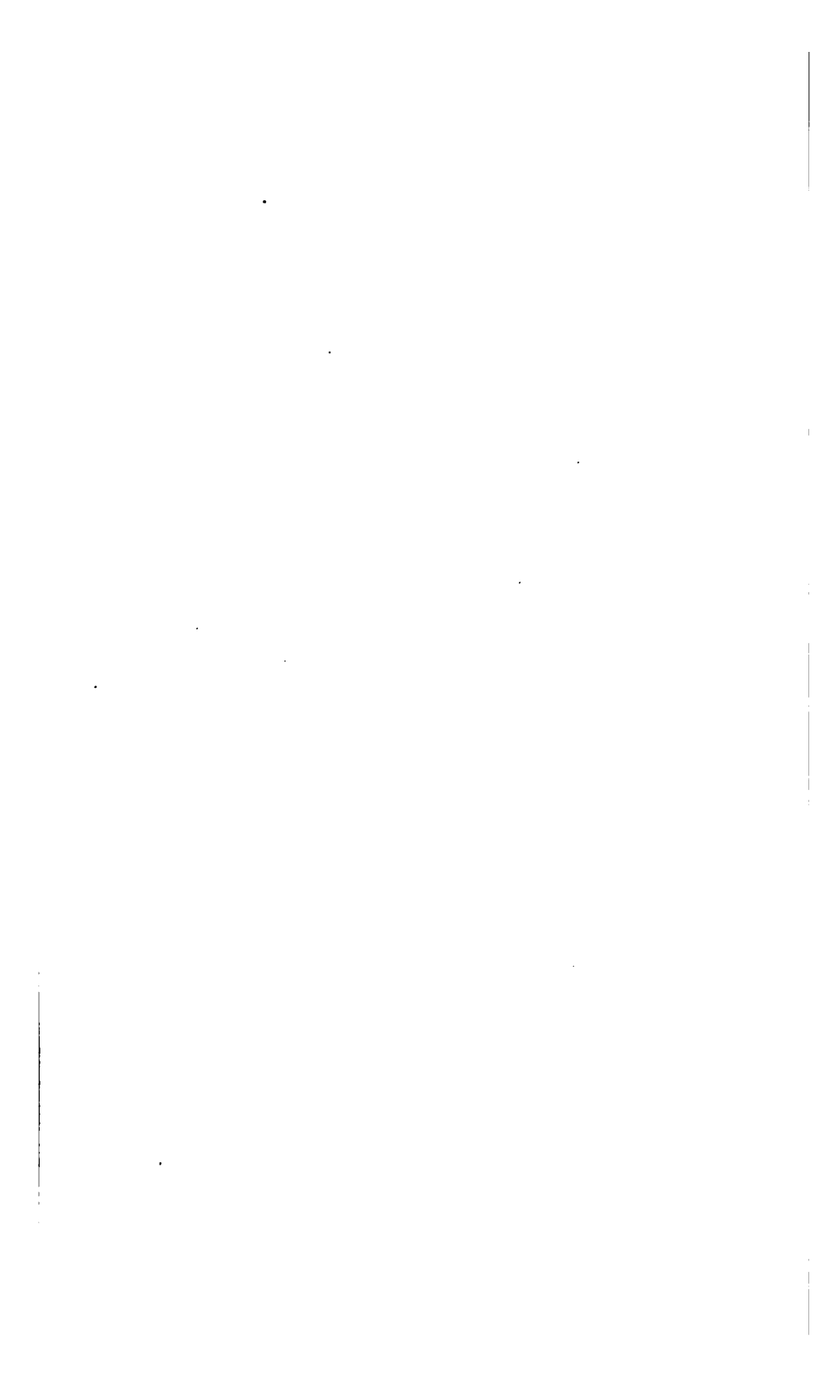
An Adjunct of the New Jersey State Normal School,

TRENTON, N. J.

1898.

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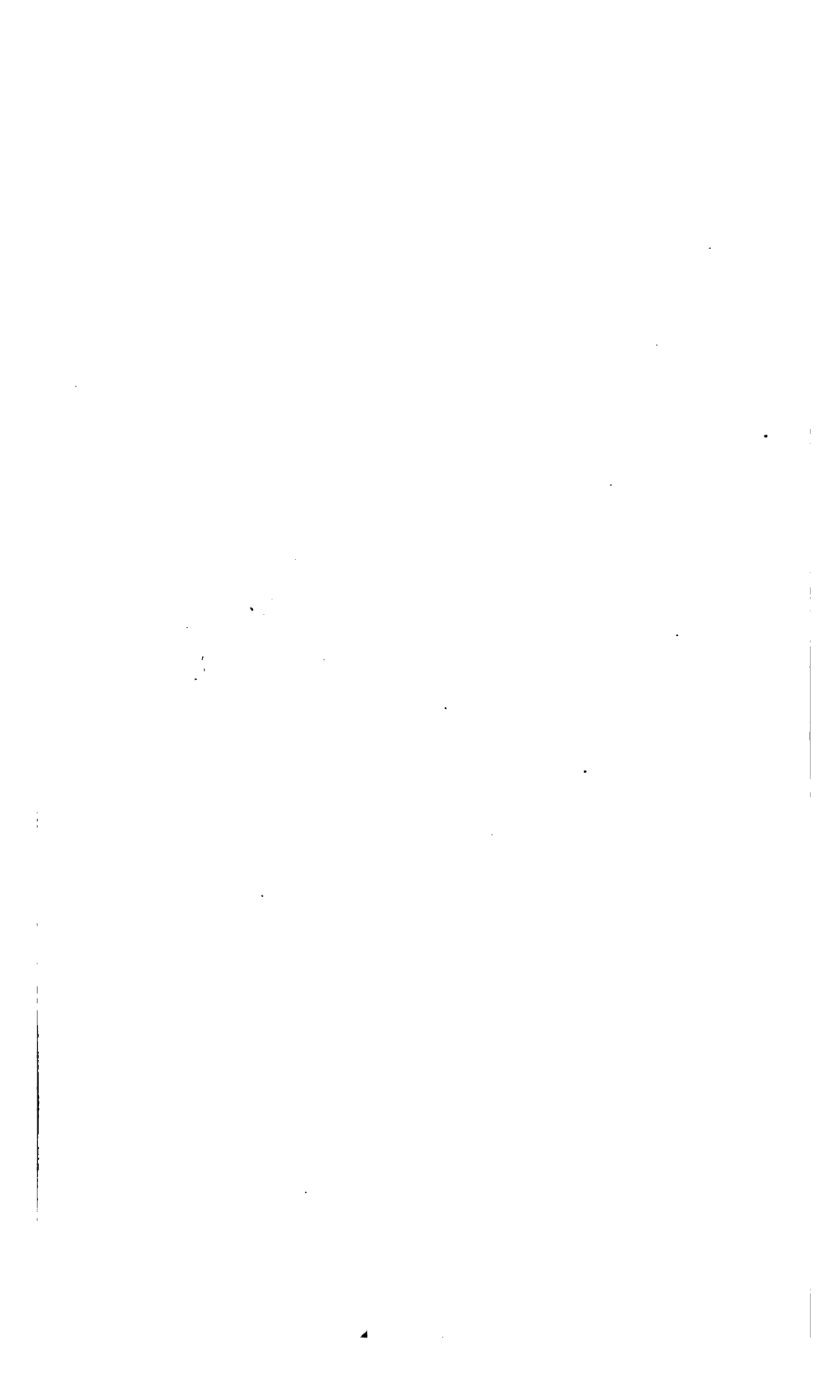
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## BOARD OF TRUSTEES.

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JOSEPH P. COOPER, <i>Chairman</i> .....	Rutherford.
GEORGE W. HOWELL.....	Morristown.
STEPHEN C. LARISON.....	Hackettstown.
T. FRANK APPLEBY.....	Asbury Park.
BENJAMIN H. CAMPBELL.....	Elizabeth.
J. BINGHAM WOODWARD, <i>Treasurer</i> .....	Bordentown.
CHARLES J. BAXTER, <i>Secretary (ex officio) and State Superintendent</i> , Trenton.	







## OFFICERS AND INSTRUCTORS.

---

JAMES M. GREEN, PH.D., PRINCIPAL,  
Trenton.

---

JAMES B. DILKS, A.M., RESIDENT PRINCIPAL,  
Beverly.  
*Instructor in Mathematics and Natural Science.*

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CAROLINE B. BARLOW,  
*Instructor in Literature, History and Latin.*

---

MARY KEANE,  
*Instructor in Elocution, Grammar and Physical Culture.*

---

SUSIE M. CLARK,  
*Instructor in Drawing and Geography.*

---

HENRIETTA BEHM,  
*Instructor in Primary Classes.*



## TREASURER'S REPORT.

Showing Receipts and Disbursements of the Farnum Preparatory  
School for the Year Ending August 31st, 1898.

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### RECEIPTS.

Balance from old account, . . . . .	\$457 81
From State appropriation, . . . . .	1,200 00
From income from endowment fund, . . . . .	1,202 00
From tuition, . . . . .	3,005 61
	<hr/>
	<u>\$5,865 42</u>

### DISBURSEMENTS.

Salaries, . . . . .	\$4,323 75
Books and stationery, . . . . .	291 03
Advertising and printing, . . . . .	51 75
Water, . . . . .	23 00
Buildings and furniture, . . . . .	321 35
Fuel, . . . . .	159 50
Incidentals, . . . . .	65 62
Amount to balance, . . . . .	629 42
	<hr/>
	<u>\$5,865 42</u>

## TREASURER'S SUPPLEMENTARY REPORT.

Showing Receipts and Disbursements of the Farnum Preparatory School, from September 1st, 1898, to October 31st, 1898.

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### RECEIPTS.

Balance from old account, . . . . .	\$629 42
From tuition, . . . . .	367 78
From income from endowment fund, . . . . .	164 00
	<hr/>
	\$1,161 20
	<hr/>

### DISBURSEMENTS.

Salaries, . . . . .	\$487 50
Buildings and furniture, . . . . .	81 06
Incidentals, . . . . .	6 30
Amount to balance, . . . . .	686 34
	<hr/>
	\$1,161 20
	<hr/>

Respectfully submitted,

J. BINGHAM WOODWARD,

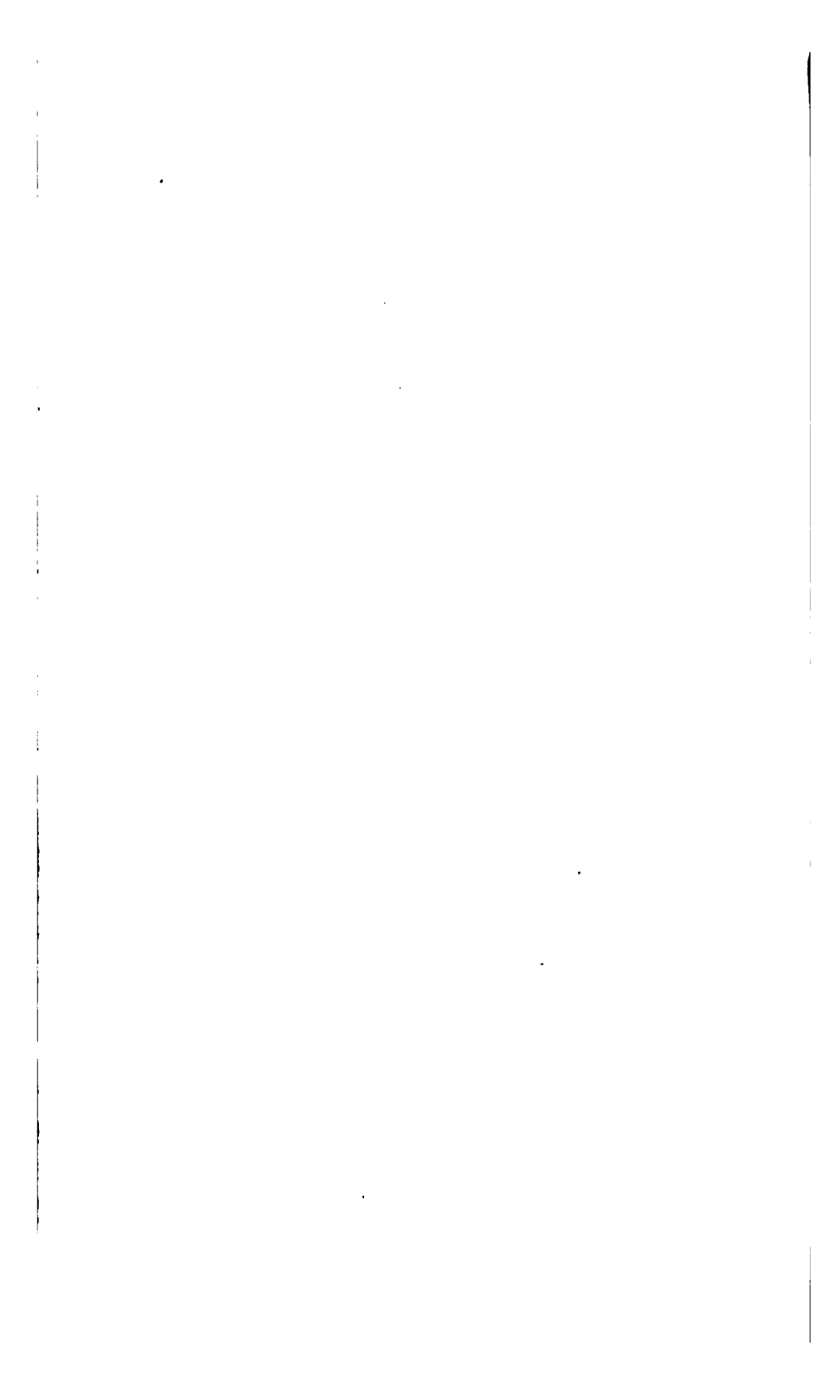
*Treasurer.*

Audited and approved.

GEORGE A. FREY,

*Chairman Committee on Finance and Auditing.*

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## FARNUM PREPARATORY SCHOOL.

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This institution is increasing in usefulness with its increasing years. Left as a dower to the citizens of Beverly and vicinity by the beneficence of Paul Farnum, it has ever felt the responsibility of proving itself worthy of the motive of its benefactor.

The school has had one of its most prosperous years. The enrollment is an increase of seventeen over that of last year. The building has been greatly improved by the introduction of the system of heating and ventilating that has been long needed. This system is a combination of direct and indirect heating by steam and hot air. The assembly-room has been divided by a rolling partition. This greatly adds to the cosiness and comfort of the room when used for recitation purposes.

Miss Kate S. Allen, who was efficient as a kindergarten and primary teacher, was called to the Training School of Newark at a largely-increased salary. The vacancy thus created was filled by the appointment of Miss Henrietta Behm, a graduate of the Normal School, experienced in teaching both in kindergarten and primary departments.



# COMMENCEMENT EXERCISES OF THE FARNUM PREPARATORY SCHOOL.

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TUESDAY EVENING, JUNE 14th, 1898, AT 8 O'CLOCK.

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## PROGRAM.

Selection—Instrumental, . . . . . MABEL G. DENNISTON.

## PRAYER.

Chorus—Sailor's Chorus, . . . . .

Essay—Winged Oracles, . . . . . FLORENCE GRUBB PARKER.

Essay—A Deserted Homestead, . . . . . MARY ANNA SMITH.

Instrumental Solo—Awaking of Samson, . . . . . *Edward Holst.*

RENA JENKINS VANSIVER.

Ricitation—A Tyrolese Song, . . . . . *Hjalmar H. Boyeson.*

BERTHA FISH.

Essay—Our Flag, . . . . . JOHN INSKEEP BRICK, JR.

Chorus—Hail to the Flag, . . . . .

Essay—Child-life as Portrayed by Charles Dickens, . . . . .

MAUD LILLIAN REED.

Recitation—A Friend in Need, . . . . . *Mark Twain.*

ELLA PERKINS SIMON.

Chorus—Freedom's Call, . . . . .

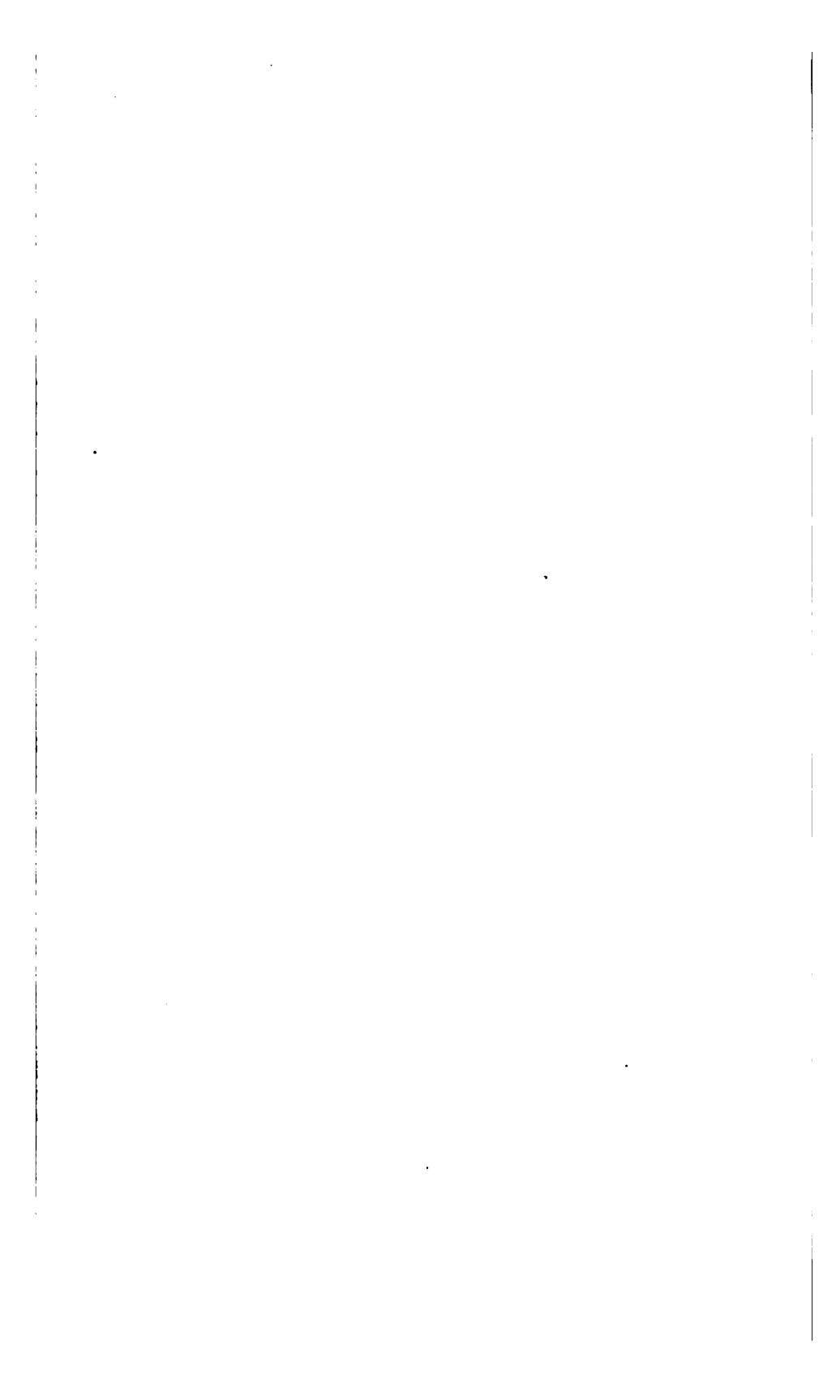
Essay—Burlington's Illustrious Citizens, . . . . . MARTHA BENTLEY.

Instrumental Solo—Au Matin, . . . . . *Benjamin Godard.*

MAUD LILLIAN REED.

## CONFERRING DIPLOMAS.

Chorus—The Star Spangled Banner, . . . . .



## GRADUATES.

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Name.	Residence.
Bentley, Martha, . . . . .	Burlington.
Brick, John Q., Jr., . . . . .	Bridgeboro.
Conard, Mabel D., . . . . .	Beverly.
Dougherty, Mary A., . . . . .	Florence.
Fish, Bertha, . . . . .	Beverly.
O'Brien, Rose T., . . . . .	Burlington.
Parker, Florence G., . . . . .	Burlington.
Platt, Frank B., . . . . .	Burlington.
Reed, Maude L., . . . . .	Burlington.
Simon, Ella P., . . . . .	Beverly.
Smith, Mary A., . . . . .	Riverton.
VanSciver, Rena J., . . . . .	Beverly.
Wilder, Clara, . . . . .	Beverly.





# REGISTRY.

The following is the enrollment of the students of the Farnum School, with their classification at the close of the year :

## High School Department.

Name.	A CLASS.	Residence.
Bentley, Martha, . . . . .		Burlington.
Brick, John Q., Jr., . . . . .		Bridgeboro.
Conard, Mabel D., . . . . .		Beverly.
Dougherty, Mary A., . . . . .		Florence.
Emlen, Emma F., . . . . .		Florence.
Fish, Bertha, . . . . .		Beverly.
Hartley, Elizabeth S., . . . . .		Palmyra.
Irwin, May D., . . . . .		Beverly.
O'Brien, Rose T., . . . . .		Burlington.
Parker, Florence G., . . . . .		Burlington.
Platt, Frank B., . . . . .		Burlington.
Reed, Maude L., . . . . .		Burlington.
Shaw, Kathleen R., . . . . .		Burlington.
Simon, Ella P., . . . . .		Beverly.
Smith, Mary A., . . . . .		Riverton.
VanSciver, Rena J., . . . . .		Beverly.
Wilder, Clara, . . . . .		Beverly.

	B CLASS.	
Betticher, Julius C., . . . . .		Beverly.
Birkhead, Daisy E., . . . . .		Beverly.
Bishop, Alice C., . . . . .		Beverly.
Bishop, Edith M., . . . . .		Rancocas.
Blyler, Earl R., . . . . .		Beverly.
Blyler, Walter T., . . . . .		Beverly.
Bowen, Arretta D., . . . . .		Bowen.
Bramall, Sarah L., . . . . .		Riverside.
Brick, Abel C., . . . . .		Bridgeboro.
Bryan, Agnes R., . . . . .		Beverly.
Bryan, Martha P., . . . . .		Beverly.

Name.	Residence.
Carter, Josephine S., . . . . .	Fieldsboro.
Carty, Leon, . . . . .	Fieldsboro.
Carty, Linda C., . . . . .	Florence.
Carty, Walter, . . . . .	Florence.
Deacon, Etta L., . . . . .	Burlington.
Gray, Sadie F., . . . . .	Beverly.
Hibbs, Harry C., . . . . .	Riverton.
Jones, Caroline G., . . . . .	Burlington.
Jones, Elizabeth S., . . . . .	Burlington.
Massey, Abbie B., . . . . .	Burlington.
Purcell, Paul B., . . . . .	Beverly.
Russell, Marie, . . . . .	Burlington.
Shedaker, Irene, . . . . .	Beverly.
Stiles, Anna R., . . . . .	Riverton.
VanSciver, Bessie S., . . . . .	Florence.
Wills, Jessie A., . . . . .	Rancocas.
Wilson, Walter P., . . . . .	Fieldsboro.
Woertz, Howard T., . . . . .	Beverly.

## C CLASS.

Albury, Claribel, . . . . .	Beverly.
Atkinson, Robert J., . . . . .	Edgewater Park.
Bailey, Edna B., . . . . .	Beverly.
Chambers, Katherine M., . . . . .	Beverly.
Copeland, Margaret S., . . . . .	Burlington.
Denning, Phoebe, . . . . .	Delanco.
Denniston, Mabel G., . . . . .	Beverly.
Freck, Bessie, . . . . .	Bridgeboro.
Hippenstiel, J. Marie, . . . . .	Delanco.
Jones, Gertrude M., . . . . .	Delanco.
Levin, Morris R. H., Jr., . . . . .	Beverly.
Ourt, Anna L., . . . . .	Riverton.
Rue, Fannie E., . . . . .	Beverly.
Scattergood, Eugene, . . . . .	Columbus.

## Grammar School Department.

## A CLASS.

Baird, Adelaide B., . . . . .	Beverly.
Bowker, Jessie, . . . . .	Gloucester City.
de Camp, James W., . . . . .	Edgewater Park.
Clark, Elva G., . . . . .	Riverside.
Cortright, Nannie R., . . . . .	Beverly.
Craige, John H., . . . . .	Delanco.
Eldridge, Pearl B., . . . . .	Beverly.
Fish, Eliza F., . . . . .	Beverly.

Name.	Residence.
Graff, Egbert, . . . . .	Riverton.
Gray, Alan P., . . . . .	Beverly.
Hains, Isabelle M., . . . . .	Beverly.
Haines, Rena M., . . . . .	Burlington.
Hamilton, G. Reginald, . . . . .	Riverton.
Levin, Catharine W., . . . . .	Beverly.
Perkins, Frank D., . . . . .	Beverly.
Perkins, Florence M., . . . . .	Beverly.
Perkins, Myrtle F., . . . . .	Beverly.
Pettit, Fannie K., . . . . .	Beverly.
Porter, Gertrude. . . . .	Beverly.
Schneider, Harry A., . . . . .	Delanco.
Taylor, F. Blair, . . . . .	Beverly.

## B CLASS.

Burns, Margaret C., . . . . .	Burlington.
Conard, Willie K., . . . . .	Beverly.
Cortright, Edwin K., . . . . .	Beverly.
Hansell, Joseph F., . . . . .	Delanco.
Leary, W. Erroll, . . . . .	Beverly.
Mann, Philip L., . . . . .	Beverly.
Merritt, Frederick A., . . . . .	Beverly.
Neely, Walter C., . . . . .	Beverly.

## C CLASS.

Atkinson, Albert A., . . . . .	Edgewater Park.
Barker, Mary E., . . . . .	Beverly.
Bryan, Isabelle A., . . . . .	Beverly.
Davis, Vernam T., . . . . .	Edgewater Park.
Dick, Helen, . . . . .	Riverside.
Hippenstiel, Allen, . . . . .	Delanco.
Jones, Frank P., Jr., . . . . .	Delanco.
Keim, G. de Benneville, . . . . .	Edgewater.
Perkins, T. Oliver, . . . . .	Beverly.
Pettit, Martha E., . . . . .	Beverly.
Platt, Alburtus R., . . . . .	Burlington.
Rue, Mollie A., . . . . .	Beverly.
Taylor, Harold W., . . . . .	Beverly.
Taylor, S. Nelson, . . . . .	Beverly.
Thompson, Leila R., . . . . .	Beverly.

## D CLASS.

Adolph, Alfred W., . . . . .	Edgewater Park.
Clift, Read R., . . . . .	Edgewater Park.
Kirk, Alan G., . . . . .	Beverly.

Name.	Residence.
Levin, A. Rowland, . . . . .	Beverly.
Perkins, Julia S., . . . . .	Beverly.
Platt, Alfred E., . . . . .	Burlington.
Steel, Louis D., . . . . .	Delanco.
Vallance, Egbert, . . . . .	Beverly.
Vallance, Howard, . . . . .	Beverly.
VanSciver, Harold, . . . . .	Beverly.

## Primary.

## A CLASS.

Adolph, Elwood W., . . . . .	Edgewater Park.
Bryan, Louis K., . . . . .	Beverly.
Howard, Grace B., . . . . .	Beverly.
Mann, Frederick L., . . . . .	Beverly.
Pettit, D. Woodnut, . . . . .	Beverly.
Steas, Hubert, . . . . .	Beverly.
Thompson, Edith M., . . . . .	Beverly.
Van Sciver, Harold K., . . . . .	Beverly.

## B CLASS.

Adolph, George W., . . . . .	Edgewater Park.
Coombs, Helen F., . . . . .	Beverly.
Fish, Julia C., . . . . .	Beverly.
Lane, Louis V., . . . . .	Beverly.
Perkins, Earl E., . . . . .	Beverly.
Perkins, Mitchell B., . . . . .	Beverly.

## C CLASS.

Blow, Harry L., . . . . .	Beverly.
Mann, Carl P., . . . . .	Beverly.
Perkins, Anna G., . . . . .	Beverly.
Perkins, Eliza . . . . .	Beverly.
Rue, George S., . . . . .	Beverly.
Stokes, Constance B., . . . . .	Beverly.
Walker, Lillian D., . . . . .	Beverly.

## D CLASS.

Howard, Leland F., . . . . .	Beverly.
Kirk, Dorothy, . . . . .	Beverly.

## Summary.

	Males.	Females.	Total.
Total enrollment during first quarter, . . . . .	54	72	126
“ “ “ second quarter, . . . . .	54	72	126
“ “ “ third quarter, . . . . .	52	75	127
“ “ “ fourth quarter, . . . . .	58	72	125
for the year, . . . . .	62	75	137

# STATE NORMAL SCHOOL REPORT.

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## HIGH SCHOOL DEPARTMENT.

Enrollment in A Class, . . . . .	2	15	17
“ “ B Class, . . . . .	10	19	29
“ “ C Class, . . . . .	8	11	14

## GRAMMAR SCHOOL DEPARTMENT.

Enrollment in A Class, . . . . .	8	18	21
“ “ B Class, . . . . .	7	1	8
“ “ C Class, . . . . .	9	6	15
“ “ D Class, . . . . .	9	1	10

## PRIMARY.

Enrollment in A Class, . . . . .	6	2	8
“ “ B Class, . . . . .	4	2	6
“ “ C Class, . . . . .	8	4	7
“ “ D Class, . . . . .	1	1	2
Total enrollment, . . . . .	62	75	187

The following pupils were admitted free of tuition charges, upon the condition of their signing contract to enter the State Normal School after completing the course in the Farnum School :

## A CLASS.

Name.	Residence.
Bentley, Martha, . . . . .	Burlington.
Brick, John I., Jr., . . . . .	Bridgeboro.
Dougherty, Mary A., . . . . .	Florence.
Emlen, Emma F., . . . . .	Florence.
Fish, Bertha, . . . . .	Beverly.
Irwin, May D., . . . . .	Beverly.
O'Brien, Rose T., . . . . .	Burlington.
Parker, Florence G., . . . . .	Burlington.
Reed, Maude L., . . . . .	Burlington.
Shaw, Kathleen R., . . . . .	Burlington.
VanSciver, Rena J., . . . . .	Beverly.
Wilder, Clara, . . . . .	Beverly.

## B CLASS.

Bishop, Alice C., . . . . .	Beverly.
Bishop, Edith M., . . . . .	Rancocas.
Bryan, Agnes R., . . . . .	Beverly.
Bryan, Martha P., . . . . .	Beverly.
Carter, Josephine S., . . . . .	Fieldsboro.

Name.	Residence.
Carty, Linda C., . . . . .	Florence.
Carty, Walter, . . . . .	Florence.
Jones, Caroline G., . . . . .	Burlington.
Jones, Elizabeth S., . . . . .	Burlington.
Russell, Marie, . . . . .	Burlington.
Shedaker, Irene, . . . . .	Beverly.
VanSciver, Bessie S., . . . . .	Florence.
Wills, Jessie A. . . . .	Rancocas.

## C CLASS.

Bailey, Edna B., . . . . .	Beverly.
Copeland, Margaret S., . . . . .	Burlington.
Denning, Phoebe, . . . . .	Delanco.
Hippenstiel, J. Marie, . . . . .	Delanco.
Porter, Gertrude, . . . . .	Beverly.
Rue, Fannie E., . . . . .	Beverly.

## REMARKS.

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Farnum Preparatory School is located in the city of Beverly, noted for its healthfulness and beauty of the situation, on a high bluff of the Delaware river, about fifteen miles from Philadelphia. The School is in the vicinity of some of the finest private residences to be found anywhere on the banks of the Delaware.

It was built by Paul Farnum in the year 1855, and on October 6th, 1856, it was formally opened. By an act of the Legislature, approved March 20th, 1857, it was made a part of the State School System, and placed under the control of the Trustees of the State Normal School, Mr. Farnum at the same time, by will, placing upon it an endowment of twenty thousand dollars.

### Objects.

The objects of the School are twofold—

*First.* To furnish to the citizens of Beverly and vicinity a well-organized and well-conducted school, and the best advantages for the proper education of their children.

*Second.* To act in conjunction with the Normal School in the work of preparing teachers for the public schools of the State.

That the first object is attained is obvious from the continued patronage, notwithstanding there are other excellent schools in the vicinity, and also by the positions taken by the graduates of the school in business and in professions other than teaching.

That the second object is attained is seen by the fact that the graduates are found as teachers in the public schools throughout the State, especially in the southern districts. It is true that the majority of these teachers are also graduates of the Normal School; for this school does not take the place of the work of the Normal, but prepares for it, the pupils leaving this school to finish at the Normal.

### Course of Study.

The curriculum includes Orthography, Reading, Declamation, Grammar, Composition, Rhetoric, Literature, Arithmetic, Algebra, Geometry, Geography, United States History, General History, Civil Government, English History, Drawing, Penmanship, Bookkeeping, Physiology, Zoölogy, Botany, Latin (Grammar, Reader, Cæsar, Virgil, Cicero), Greek (Grammar, Xenophon, Homer). The arrangement of studies is the same as that of the Model School.



### Organization.

There are three departments, viz., the Primary and Kindergarten, extending over four years; the Grammar School, extending over four years, and the High School, extending over three years.

Pupils intending to teach are admitted into the High School Department free of tuition charges, upon passing a satisfactory examination and signing the following contract, viz.: *The undersigned, having been admitted as pupils in the High School Department of the Farnum Preparatory School, hereby declare it as their intention to qualify themselves for the profession of Teaching; and they hereby engage, on leaving this School, to enter the New Jersey State Normal School to complete the necessary training for that profession, or in default thereof, they agree to pay the tuition charges for the time they have been members of the Preparatory Class.*

Any such pupils failing to be promoted two years in succession will not be allowed to re-enter the class.

These pupils are given daily lessons in teaching, and are required to assist the instructors in the work of the School.

Pupils desiring to pursue a select course of study, and who may not have time to pass through the course as marked out by the Faculty, may, under certain restrictions, choose from the studies of the regular classes those they may wish. These pupils will be charged for tuition at the rate of the class with whom, for the greater part, they recite.

### Promotion.

A standing of seventy per cent. is required for promotion from each subject. Examinations are held in September of each year for those pupils who fail to pass the examinations at the end of the preceding year.

Those pupils who pass a satisfactory examination after completing the work of the High School Department, are received into the second year of the Normal School, at Trenton, upon the recommendation of the Faculty of the Farnum School.

All pupils who complete the course of study prescribed by the Faculty will receive a Diploma of Graduation.

### Tuition.

*The tuition is payable quarterly in advance.* Pupils will not be allowed to continue a second term if the tuition of the previous term remains unpaid. By order of the Board this rule will be strictly enforced.

Charges are made from the week of entering the School. In case of expulsion from School or absence without permission of the Resident Principal, there will be no drawback.

*No deduction in charge will be made for absence, except in case of illness, and then for a period of not less than three weeks. Pupils leaving School before the end of the term must pay for the whole term, unless a special arrangement is previously made.*

#### Books.

Books are supplied free of charge if kept in good condition, allowing for ordinary wear and tear.

When any pupil shall lose, deface or injure a book, he will be required to pay for it within a week afterwards, or all his books will be recalled.

Pupils in the Preparatory Department, intending to teach, are charged one dollar per term for the use of books.

#### Reports.

*Quarterly Reports* of each of the pupil's standing in recitation, conduct and attendance are sent home. Parents are requested not to pass these reports over without a critical examination, as they are valuable in proportion as they are noticed.

#### Public Entertainments.

In June of each year, commencement exercises are held in the school building. These exercises consist of essays, recitations, &c., in which only the members of the A Class take part. At other times during the year entertainments are given in which members of other classes take part.

#### Time of Opening.

The doors open in the morning for the admission of pupils at 8:30 o'clock. The daily sessions begin at 9 A. M. and close at 2:45 P. M.

#### Damages.

Students will be held liable for and obliged to pay all damages occasioned by them to any of the buildings and furniture beyond that of ordinary wear.



## FARNUM RATES OF TUI

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### Primary Department.

Class C, per quarter, . . . . .  
Class B, per quarter, . . . . .  
Class A, per quarter, . . . . .

### Grammar School Department

Class D, per quarter, . . . . .  
Class C, per quarter, . . . . .  
Class B, per quarter, . . . . .  
Class A, per quarter, . . . . .

### High School Department.

Class C, per quarter, . . . . .  
Class B, per quarter, . . . . .  
Class A, per quarter, . . . . .



## CALENDAR.

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First Quarter, . . . . .	September 12th to November 18th.
Second Quarter, . . . . .	November 21st to February 3d.
Third Quarter, . . . . .	February 6th to April 14th.
Fourth Quarter, . . . . .	April 17th to June 18th.

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## VACATIONS, HOLIDAYS, ETC.

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Christmas Holidays, . . . . .	December 23d, 1898, to January 2d, 1899.
Summer Vacation, . . . . .	June 14th to September 10th, 1899.

Thanksgiving Day and the day following, Lincoln's Birthday, Washington's Birthday, Good Friday and Easter Monday, and Decoration Day.













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